

TWENTY-SEVENTH ANNUAL REPORT

OF THE

Department of Education

OF THE

PROVINCE OF ALBERTA

1932

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Edmonton, December 31st, 1932.

To His Honour

WILLIAM LEGH WALSH,
Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1932.

I remain, Sir,

Your obedient servant,

PERREN BAKER,
Minister of Education.

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Edmonton, December 31st, 1932.

THE HONOURABLE PERREN BAKER,
Minister of Education,

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1932. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book, De-benture, and Building Branches. A report of the Board administering The Education of Soldiers' Children Act is also included. The statistics dealing with the attendance of pupils at the public, separate, and private schools of the Province are for the school year commencing July 1st, 1931, and ending June 30th, 1932. The financial and departmental reports refer to the year ending December 31st, 1932.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister of Education.

Report of the Deputy Minister

Notwithstanding the financial depression and the collapse of prices of farm products, the schools of this Province have in some respects made marked progress during the year.

The following are a few of the statistics that should be interesting to those who are keeping in touch with educational progress in the Province:

The total number of school districts in the Province in 1905 was 602, and in 1932 the number was 3,796. In 1905 there were 628 rooms in operation, and in 1932 the number of rooms in operation was 5,729.

The assets of the school districts in 1931 amounted to \$35,756,217.48, and the liabilities to \$14,079,577.31. The total cost of operating the schools for the year 1931 was \$13,613,500.57.

The average salary of the rural teachers was \$1,018.32 in 1930-1931, and \$926.85 in 1931-1932. The average salary in urban schools in 1931-1932 was \$1,613.76.

The number of school districts established in 1932 was 35.

The average period of operation of the schools was longer than in any previous year by 2.35 days, and the monthly percentage of attendance at school was also increased. Assuming that the standard of teaching was as high as usual, these facts indicate that better progress was made during the year than formerly and that the results were more satisfactory, since the schools were in operation a greater number of days and the attendance was better. The depression has brought the people face to face with the serious problem of making a living, and the necessity of thrift in the home has had its influence on the children, as they are in general more earnest and studious than formerly.

The school population increased from 168,730 in 1930-1931 to 170,795 in 1931-1932. There was a decrease in the number of students in the elementary grades, and an increase of 3,981 in the secondary departments. Many pupils who in normal times would have left the secondary schools before completing the course have been unable to find positions, and have returned to school. Others who had already covered the Grade XI work have returned to complete courses in Grade XII or to prepare for senior matriculation with a view to entering the second year at the University.

The crowding of our secondary schools with students of varied talents and outlook on life brings before us the question as to whether we are developing their natural gifts in the best possible manner, or allowing each pupil to follow any course of his or her own selection without guidance. In most cases the student chooses the regular academic course leading to the University, although his talents do not lead in that direction.

In the United States and in Europe educational guidance receives marked attention in a great many of the larger schools, and teachers who have special gifts in that direction are placed in charge. G. F. Rogers, M.A., Chief Director of Education for Ontario, visited Providence, R.I., and reported on the schools as follows:

"In each senior high school there are six advisers, each of whom assumes charge of a class when it enters the school, and carries it through its entire high school course. The adviser has complete charge of grading, classification, choice of electives and special programmes. About two-fifths of the adviser's teaching time is devoted to guidance, and three-fifths to teaching allied subjects. Group guidance is carried on by means of student forums and discussion in which the case conference method is employed. Departments are organized under the direction of chairmen or department heads, to whom five periods per week are allotted for supervision. Each adviser under the direction of the central office makes follow-up studies of the classes at one, three and five-year intervals. By this means valuable statistics are being accumulated in regard to the effectiveness of high school curriculums. All advisers are appointed from the teaching staff. Teachers to whom the children naturally turn for advice and encouragement make the most successful advisers. The school programme is worked out by the head of the guidance departments from data obtained by the class advisers concerning the needs and interests of the pupils."

This system of educational guidance is evidently playing an important part in the school work in the City of Providence.

Although it would be inadvisable to create an elaborate organization for carrying on this service, some action should be taken towards introducing certain features of it in our larger schools.

TECHNICAL EDUCATION

There is an increasing demand for technical and vocational education throughout the Province, and a few of the smaller towns and villages are considering introducing work along these lines in their schools when financial conditions improve. The increase in the number of students attending the Calgary Technical High School was 141, and the increase in the commercial department was 108. In Edmonton the increase in enrolment in the Technical High School was 106, and in the commercial schools 136. The number attending the commercial classes in Lethbridge High School increased from 112 to 192 during the year, making an increase of 71.3%. Commercial classes have been opened in Vegreville, Edson and Turner Valley, and the number in attendance is encouraging to those who were instrumental in introducing this work.

NORMAL SCHOOLS

The loans formerly made to students in attendance at the Normal schools were withdrawn this year, and their withdrawal did not have a noticeable effect on the attendance. Those students who are determined to become teachers were able to secure the money necessary to cover the expenses in connection with the course. The principals of the three Normal schools report that the students are more diligent, and that the work in general is of a better quality than in former years.

CORRESPONDENCE COURSES

The work of the Correspondence Branch of the Department has grown very rapidly, and now requires the services of four full-time teachers. In the fall term 360 new pupils were enrolled from unorganized territory and from school districts where the schools were closed for a period. The pupils have been making good progress in their work, and the parents in many cases co-operate with the Department in securing neatness and accuracy in the written exercises. Letters received from the parents of the children indicate that the work is very much appreciated, and is satisfactory to all those enrolled whose parents are able to give them any assistance whatsoever in their work.

The death of H. J. Spicer, who was Registrar for a period of over ten years, was a great loss to the educational work in this Province. Mr. Spicer was a man who had high ideals of public service, and devoted himself with untiring energy to mastering all the details in connection with his department. To the public he was kindly and courteous, and he was at all times very anxious to do justice to all the people whom he served. In the office his genial and kindly manner made him a great favourite with the members of the staff, and his loss is severely felt by us all.

Three of our most popular and efficient inspectors left the service, as they had attained the age of retirement.

J. F. Boyce, of Bassano, had inspected schools in the Territories and Alberta since 1903. He was thorough in his work, and had won the respect of his teachers by his courtesy and fair dealing. He did excellent work in devising ways and means of keeping the schools in his district in operation, and was very successful as an official trustee in districts that had financial difficulties.

J. A. Fife commenced work in January, 1909, and for twenty-three years inspected the schools in the vicinity of Edmonton. His popularity was demonstrated by the teachers, inspectors and departmental officials, who presented him with an address and a purse of gold.

J. W. Russell, of Camrose, commenced work as an inspector of schools on September 1, 1913. He is a man of sterling character and kindly disposition. His conscientious work in the school-room has won the confidence of the teachers, and encouraged them to attain a high standard of efficiency.

These men have won and held the confidence of the people amongst whom they have laboured, and have merited the good wishes of all the people who are interested in education in this Province.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

The education of the deaf and blind children of the Province of Alberta was arranged for by the Government, through this Department as in former years, by taking advantage of the facilities offered for the education of such pupils in Winnipeg, Manitoba; Brantford, Ontario; Montreal, Quebec; and Vancouver, British

Columbia. A total of seventy-nine deaf children and twenty blind children attended these schools during the year.

During the first term there were in the Manitoba School for the Deaf at Winnipeg, fifty-three Alberta deaf children. In October, when the school re-opened, twelve of these did not return for the reason that in nearly every case the course had been completed. Seven new pupils were admitted who were attending school for the first time. Three boys changed from the school at Vancouver and one boy from the school at Montreal to the school at Winnipeg, and another boy who had been out returned in October, making at the close of the year the total attendance of Alberta pupils at the Manitoba School for the Deaf at Winnipeg, fifty-three. During the first term there were eight Alberta deaf children in attendance at the School for the Deaf and Blind at Vancouver, British Columbia. Three of these, as stated, changed to Winnipeg; the other five are still in attendance. In the school for deaf boys at Montreal there were two Alberta boys in attendance for the first term, one changed to the school at Winnipeg for the second term, and two new boys commenced. At the school for deaf girls at Montreal there were four girls in attendance the first term, two completed their courses, and a new student commenced in the second term. There is also one Alberta student in attendance at the McKay Institute for the Deaf at Montreal.

Of the twenty blind children attending school during the year, eighteen attended at the Ontario School for the Blind at Brantford, Ontario; fifteen during the first term, two of whom did not return, and three new pupils commenced during the second term. In Montreal there are two Alberta boys attending the school for the blind. This makes a total for the year of ninety-nine pupils who were attending such schools under arrangements made by this Department, that is, seventy-nine deaf children and twenty blind children. At the end of the year the numbers were sixty-five deaf and eighteen blind.

During the first term of the year the Department also assisted a blind boy who was attending the University of Alberta, and who graduated in 1932. Assistance was also given to a blind girl attending the McDougall Commercial High School, Edmonton. The total expenditure in connection with the education of these deaf and blind children for the year 1931-32 was \$50,789.78.

There was also a legislative grant of \$5,000.00 made to the Canadian National Institute for the Blind. This amount was disbursed by the Western Division of the Institute through its two committees, the Northern Alberta Committee with headquarters in Edmonton and the South Alberta Committee with headquarters in Calgary. Reports indicate that this amount, together with other funds raised by the Institute, was spent in paying for home teachers, work in connection with prevention of blindness, placement work and other activities in connection with assisting the blind in different ways.

SPECIAL CLASSES

There are at the present time sight-saving classes in Calgary and Edmonton. These classes are for the purpose of providing special

instruction and special equipment for children with defective vision. There are thirteen pupils in the Edmonton class and twelve in the Calgary class. In the city of Calgary there are eight special rooms for the education of sub-normal children, seven under the jurisdiction of the public school board and one under the separate school board. The number of children registered in these rooms amounts to a total of 120. In Edmonton there are two special rooms for sub-normal children with a total of seventeen pupils. The Government pays special grants for these school rooms; the amount paid Calgary during 1932 being \$6,300.40 to the public school board and \$500.00 to the separate school board, and the amount paid Edmonton being \$2,862.00.

LOANS TO NORMAL SCHOOL STUDENTS

During the Normal school session 1931-32 the policy with respect to loans to Normal school students was modified to a considerable extent. Formerly the maximum amount advanced to each student was \$400.00. This was reduced to \$250.00. The number of students applying for these loans was considerably reduced, due probably to the smaller enrolment in the Normal schools. The number of loans made was 388, and the total amount \$70,335.00, making an average loan of \$181.27. During the year the amount repaid on these loans was quite large, being \$97,478.44 on principal and \$17,603.75 on interest. Two hundred and fifty-two teachers closed out their loan accounts and eight hundred and seven teachers made payments against current accounts or overdue accounts. The amount outstanding on these loans as at December 31, 1932, was \$275,089.53 principal, and \$11,174.20 interest, or a total of \$286,263.73, that is, some \$38,349.37 less than the amount outstanding as at December 31st, 1931.

LOANS TO SCHOOL DISTRICTS

During 1932 only two loans were made to school districts for a total of \$365.00. Payments made by school districts on previous loans amounted to \$4,092.21 principal, and \$3,564.96 interest. In two cases a compromise was made with respect to the loan accounts, and an amount totalling \$2,331.98 written off. During the year seven school districts closed out their accounts and forty-seven made substantial payments against their indebtedness. As at December 31st, 1932, the accounts of 335 school districts were on our ledgers, the amount owing from these districts being \$346,303.07 principal, and \$131,543.98 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1932, there were 874 official auditors appointed to audit the books and accounts of school districts. The reports received were, generally speaking, quite satisfactory, and the school districts were given an exact statement of their financial standing. Cases of shortages were, of course, reported with respect to certain districts, and these were dealt with by the Department. It was necessary to submit claims to the Bond Company on behalf of some thirty districts. To date there has been collected on these claims \$2,300.25 with a number of claims

not yet finally disposed of. In other cases the shortages were taken care of without recourse to the Bond Company, due to the fact that the officials responsible succeeded in raising the funds in order to reimburse the districts. Money collected in this way amounted to \$3,044.88.

REPORT OF BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Secretary*)

Under the appropriation made at the last session of the Legislature, the work of the Board has been continued during the past year. The members of the Board were those persons appointed by Order in Council No. 778-31, namely, George W. Waistell, Maurice M. O'Brien and Ralph V. Bellamy, until the death of the first-named, after which Lieutenant Colonel T. C. Sims, of Edmonton, was appointed to the Board and became its chairman. It is fitting that this report should pay a brief tribute to the late Mr. Waistell for the unselfish devotion he always displayed in matters concerning the welfare of returned soldiers and their children.

The Board receives all applications and determines who shall receive assistance and to what amount. Its responsibility does not extend to the disbursing of funds, all cheques being sent out by the Provincial Treasury. The amount of assistance varies from \$3.00 to \$20.00 a month, the smaller amount being the usual award where a child lives at home; the larger amount may be made available to a student who must leave home to go to the city or agricultural college for his education. It may be noted here that only one child in a family may receive aid at any one time, and assistance is not extended in the case of any student for more than three years.

Prior to September 1st, 1932, the cases dealt with in the previous academic year were reviewed and a questionnaire was sent out to ascertain whether further assistance was required and merited. As a result, it was found that seventy-three cases would not require further assistance due to the fact that the students had either completed their courses or had discontinued school. This left one hundred and six of the cases of the previous year to be dealt with, and in addition to these, fifty-three new cases were considered and awards made. At the present time, therefore, there are one hundred and fifty-nine students receiving assistance under the provisions of this Act. During the fiscal year 1931-32 the sum of \$15,707.00 was expended, assistance being given to all qualified applicants.

The following table gives the details of the different courses the soldiers' children receiving awards under this Act are following:

Students receiving awards:	
Old cases	106
New cases	53
Total.....	159

	Boys.	Girls.	Total.
1. Technical courses	19	5	24
2. High School (Academic)	39	53	92
3. High School (Commercial)	6	25	31
4. Agriculture	9	....	9
5. Domestic Science .....	....	3	3
	<u>73</u>	<u>86</u>	<u>159</u>

REPORT OF INSPECTORS OF SECONDARY SCHOOLS

(J. A. SMITH AND E. L. FULLER)

One of the clearest marked trends in connection with secondary education in Alberta is the constantly growing enrolment of students in the high school grades. The effect is seen in an increase not only in the number of high school rooms in operation, but also in the percentage of secondary school attendance as compared with that in the elementary schools of the Province. The number of rooms now requiring inspection has grown to 557, a net increase of 33 over the previous year. The high school enrolment, as at June 30th, 1932, was 16.53% of the total school enrolment, a gain of 2.15% over the figures for the year 1931. As the total attendance in the elementary school grades now shows a considerable decrease, we are of the opinion that secondary school enrolment will reach its peak during 1933, or possibly the following year.

A second clearly marked trend, and one which arises directly from the stress of the times, can be observed in the growing demand for Grade XII instruction. Parents living in rural districts, in villages and in small towns find themselves financially unable to send their boys and girls to the larger centres where the fourth year high school course is being taught. In many cases they are requesting their trustee boards to add a Grade XII class to the local school. In a number of cases their wishes have been acceded to through the engagement of a second teacher and the division of the work of the four high school grades between two instructors. This we consider the best solution of the problem. In other cases, where accommodation makes it possible, the first year class has been transferred to the senior room of the elementary school, leaving the high school principal to give instruction in the subjects of the second and third years and in half of those of the fourth year. By offering the other half of the subjects of Grade XII next year, the boards will make it possible for students of their districts to secure complete first class Normal entrance or senior matriculation standing in five years. In view of the fact that over half of the pupils in the Province take five years or over to complete Grade XII, it seems to us a wise policy to divide the subjects of the fourth year when they are offered in the type of school to which we refer. Our experience shows that one teacher cannot give thorough and effective instruction in complete courses of the three senior high school grades.

During the year 1932 no new high schools were erected in the Province, boards very properly devoting all their energies to the problems of keeping class-rooms in full and efficient operation.

Moreover, in their efforts to economize, trustees have not been able to improve the equipment of their libraries and laboratories as much as is desirable. Recognizing that operation of schools is of paramount importance, however, we have refrained from recommending the expenditure of large amounts of money on books or apparatus. Only in cases where the requirements of the curriculum demanded it, or where the stock of equipment has become so badly depleted as to leave no other course possible, have we asked boards to make any considerable outlays.

There is now a considerable surplus of high school teachers in the Province, and a number were unable to secure, during the fall term, the type of position for which their qualifications fitted them. It must be said, however, that few of these teachers remained long without employment. Because of their superior academic and professional standing they have gravitated quickly into public school positions, taking the places of less experienced and poorly trained teachers.

In our report of last year we referred to a lowering that was taking place in the salaries of teachers. This lowering of remuneration has continued, and there are now few persons in charge of high school class-rooms who have not been called upon to accept a greater or lesser reduction. The unprecedented fall in the prices of primary commodities is making itself strongly felt, especially in rural communities, in a much decreased ability on the part of rate-payers to meet payments of taxes. Teachers, almost without exception, are sharing the taxpayers' loss, accepting reductions in salary, in some cases light, in others drastic.

Local high school teachers' conventions were held again during the month of November after having been discontinued during 1931. In spite of the economic stringency and reduced salaries, there was a large attendance at the sessions in Lethbridge, Calgary and Edmonton, the registrations exceeding greatly those of the last conventions held. The teachers took a renewed interest in the discussions, and showed by their professional enthusiasm and zeal that they have the work of educating the youth of the Province strongly at heart.

The quality of instruction in the high schools of Alberta continues to improve. With a surplus of teachers there has naturally occurred a "survival of the fittest," and the number of changes in location taking place in June, that is, at the end of the academic year, was noticeably smaller than usual. There is evidence, also, in the class-rooms of much less "cramming" than was to be observed two years ago. The elimination of examinations in Grade IX and in Literature and Composition of Grade X is largely responsible for the improved condition. The teachers have become more interested in training their students in the formation of right habits and skills and less concerned in merely "stuffing" them with information. The influence exerted by the discontinuance of examinations in Grade IX and part of Grade X has permeated the whole high school system, and is plainly discernible in the instruction which can be observed from day to day in those subjects of Grades X, XI and XII in which departmental examinations are still conducted.

REPORT OF THE SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

The three Normal schools were continued in operation throughout the year. At the last session of the Legislature the tuition fees for the year's training were increased to fifty dollars. In spite of this and the withdrawal of the assistance formerly available through loans, the enrolment in September was considerably greater than for the session of 1931-32. Particulars as to the teacher-training work carried on in each school will be found in the reports of the principals.

SCHOOL FAIRS

The school fair has definitely won its place in the Province as an almost indispensable medium of rural community development. Sixteen years ago the first school fair was held in the Province, with one small district centering on the town of Olds. There were 135 school fair centres in operation this year, in each of which a fair was held. Over 35,000 children exhibited in these fairs, with more than 160,000 entries in the various classes. More than 1,000 schools were involved, extending from the international boundary to the Peace River country.

CONVENTIONS

Meetings of teachers in district conventions were resumed this year and held as in former years during October and November. These were more largely attended than ever before. The programmes indicate that these organizations are fully alive to the serious problems which confront them, especially in connection with rural education.

THE JOINT SUMMER SESSION

It is significant of the spirit of interest and devotion to their profession and their zeal to give their utmost in service to education, that in the year 1932, when many teachers found themselves without positions or on reduced salaries, the Summer School attracted the largest enrolment in its history. Nine hundred and sixty-three teachers and students were enrolled in the various courses, of these 181 being registered in the University of Alberta section. One hundred and fifty-seven teachers were successful in completing the course for the first-class certificate.

The session of 1932 introduced a number of new courses, all of which met with approval on the part of the teachers. A course in physical training for high school teachers met a long felt need. Courses had been offered in previous years in physical training for teachers in the elementary school. The new course was designed to meet the problems of teachers introducing or carrying on a programme of physical training in the high schools.

A course in supervision covered a period of three weeks, and dealt with the problems facing principals in rural and city schools and the latest advancements made in the solution of these problems. It proved so popular that a number of principals requested that a second course be given in 1933. Another course given for the first time was one in French conversation for the benefit of those who wished to improve their accent and facility in speaking French.

Many of the subjects given at the Summer School are grouped in departments which require one or two summers' work. At the

successful completion of this specific programme, teachers are awarded a special certificate of proficiency. During the session of 1932 two teachers completed the course for the high school art certificate, one for the industrial art certificate, seventeen for the elementary primary work certificate, thirty for the instructor's certificate in physical education, two for the specialist's, and seven for the high school instructor's certificate in physical education. Two teachers were awarded a special penmanship certificate, and fifty-three teachers successfully passed the examination in swimming (first, second and beginner's class), and were awarded a swimming certificate.

TEXT BOOKS

Heretofore students completing the work for senior matriculation in the high schools have been required to present credits in nine specified units of the fourth year, three of which must be in mathematics. After considerable negotiation, participated in by representatives of the teachers, the University and the Department of Education, it has been found possible to reduce the number of mathematical units to two. After September, 1934, credit in Algebra 3 and Trigonometry 1 will be accepted as the equivalent of Mathematics 1 of the University course. The Algebra 3 course has been revised, and a new text is in course of preparation.

In September competitive sets of Readers were received from the following publishers: J. M. Dent & Sons, Ginn & Co., Gage-Nelson, and Ryerson-Macmillan—four sets in all. These were immediately distributed to individuals and to groups of teachers for examination. It is hoped to secure not less than two hundred judgments before the examination is complete. These will be presented to a meeting of the Alberta Committee to be held during the Easter recess, 1933.

CORRESPONDENCE COURSES

During the past year the work of the Correspondence School has increased by leaps and bounds until it has reached the stage where as many pupils are enrolled in one term as were formerly added in a year. The increase in numbers is due, no doubt, to the fact that present conditions have forced some schools to close. During the September-December term of 1932, three hundred and fifty new pupils were enrolled, making a total for the year of over eight hundred. The total enrolment since the inception of the Correspondence School is now almost twenty-five hundred.

The work being done by the Correspondence School is now recognized as an integral part of the educational life of the Province, and is meeting a great need in the lives of many pupils. It is evident from the large mass of correspondence on the files, that parents and pupils of the rural areas do appreciate what is being done for them through the medium of the Correspondence School.

The characteristic feature of instruction by this method is that it places the emphasis on the effort of pupils themselves, resulting in a self-dependence which is of great value at a time when habits are being formed. A steady improvement in the standard of the work is very encouraging, and the fact that pupils of the Correspondence School who ultimately have the privilege of attending a regular school are able to go on successfully with their grades, seems to indicate that it is possible to secure results by this method.

H. J. SPICER

On Wednesday, December 14th, news reached Edmonton that H. J. Spicer, for nearly twelve years registrar of the Department, had passed away on the previous evening at Resthaven Sanitarium, near Victoria, B.C.



Mr. Spicer's health had become so precarious that his physicians had recommended his retirement from active service in the Department. His official connection with the Government service ceased at the end of October. On that occasion his associates in the departmental service presented him with an illuminated address and a purse of one hundred dollars, the latter sum to be expended on a trip to California. No one suspected but that rest and a less vigorous climate would result in a partial restoration of health at least.

He had been ill for fourteen months, and after a year's treatment in a sanatorium in Calgary, about a month before his death, he left for Resthaven in the hope that the milder climate of the coast would build him up. Early in the new year he planned to proceed to California for the balance of the winter.

Howard James Spicer was born in Parrsboro, Nova Scotia, 1880, and educated in the schools of his native province and Dalhousie University. Before completing his Arts course he decided to train for the profession of accountancy. After a course in a commercial college in Belleville, Ontario, he entered the employ of the Oxford Woollen Mills at Oxford, Nova Scotia. Having never been of robust health, he was advised to try the drier climate of the west, and he came to Alberta in 1908. After a course of training at the Calgary Normal School, he entered upon a career of teaching which lasted for about eleven years. During this period he served as principal of schools at Strathmore, and later as principal of Victoria and Sunalta schools in Calgary. Early in his career in Calgary he was chosen as secretary of the Alberta Educational Association, the duties of which position he discharged most efficiently until his removal to Edmonton to enter the Government service.

In 1921 Mr. Spicer was appointed registrar of the Department of Education, and continued in this office until his retirement a few weeks ago. His work as registrar brought him into contact with literally thousands of young people, both teachers and students, each year, and from the first he was regarded as one of the most competent and faithful of the Government officials. His colleagues and superiors in the Department speak most highly both of his services and of his personal worth and greatly regret his passing.

Besides his interest in educational work, Mr. Spicer was actively associated with church work and was an elder of the First Presbyterian Church, Edmonton.

The funeral was held in Calgary on December 17th. The pall-bearers were Dr. J. T. Ross and G. Fred McNally, of the Department of Education; Dr. E. W. Coffin, principal of the Calgary Normal School; Dr. A. M. Scott, Superintendent of High Schools, Calgary; C. E. Leppard, principal of McDougall School, Calgary; and H. D. Cartwright, of East Calgary High School, Calgary.

If it be true that "it is required in stewards that a man be found faithful," H. J. Spicer acquitted himself well.

REPORT OF THE ASSISTANT REGISTRAR

(R. V. BELLAMY, *Assistant Registrar*)

The policy instituted last year providing for promotion from Grade VIII, First Year High School and in English 2, by recommendation of the local staff was followed during 1932. The new plan has resulted in a very considerable saving in cost, and is reported as working out to the advantage of the majority of students from an educational standpoint. The few cases of undeserved promotion adjust themselves in time.

There were 9,753 students granted Grade VIII diplomas on recommendation this year, reports of promotion being received from 2,133 school districts.

The new policy was extended to include private schools. Sixty-two first year candidates whose answer papers were valued by the Department were prepared by private tuition, by correspondence courses, or by attendance at night classes. These, together with 6,739 first year students, who were granted certificates of credit on recommendation in units varying in number from one to eight, constitute substantially the total first year high school students of the Province. Reports recommending first year students were received from 1,601 school districts.

While the increase in second and third year candidates over 1931 is not outstanding, the records show a very decided increase (33%) in the number of fourth year candidates. This is accounted for partly by the financial depression, causing many to return to school who under different conditions would have fitted themselves into the economic life of the Province, partly to the advantages of the unit system and partly to the ever increasing appreciation of education for its own sake.

A total of 21,202 high school students wrote during the year, with 1,064 centres in June, and 28 in September. This exceeds four times the grand total of high school candidates who wrote in 1922.

The year 1932 is the first in which students have completed the third year of the new technical high school course, four Calgary students having been granted diplomas.

In all, 3,169 high school diplomas were issued, as compared with 1,098 for Grades XI and XII and the commercial examinations in 1922. Of those granted fourth year diplomas (either Normal entrance or general course), 44.58% completed the four-year course in four years and 30.7% in five years, while 24.71% required a longer period of time.

The new policy of accepting recommendations necessitated a change in the method of granting "honours." Honours standing is now granted third year candidates on an average of 75% in the twelve units in which Departmental examinations are required for Normal entrance and the eleven required for University Matriculation. Fourth year candidates obtaining an average of 75% in eight fourth year units are eligible for honours provided they have completed the four-year course in at least five years.

Honours diplomas were granted as follows in 1932:

THIRD YEAR:	
Normal Entrance	175
University Matriculation	108
General Course	2
FOURTH YEAR:	
Normal Entrance	133
General Course	44

The percentage of passes on the June academic examinations for 1932 was 71.31, on the Technical examinations 74.21, and on the Commercial examinations 82.6. The percentage of passes for September was 46.4. The low percentage for September is accounted for by the fact that these candidates consisted largely of those who failed in June and have had little time for additional preparation.

The following table giving the percentage of passes on the academic examinations for the last five years is of interest:

1932	71.31
1931	73.42
1930	74.87
1929	74.60
1928	75.90

There was a great reduction in the number of certificates issued in 1932 as compared with the previous year. The reduction is due to the fact that the admission to the Normal schools for the academic year 1931-32 was limited to 700, as compared with 961 in the year 1930-31. Of those admitted a much larger proportion had Grade XII qualifications than in former years, and this explains why 343 first class certificates were issued in 1932 as compared with 311 for 1931, but only 357 second class certificates were issued in 1932 as compared with 652 for 1931.

Certificates are still granted to teachers from other provinces with the exception of British Columbia, which province took action to bring to an end the reciprocal arrangement formerly in force. Most of the certificates are granted to Saskatchewan teachers, especially to those persons who live along the eastern border of this Province.

DEPARTMENT OF EDUCATION

DEPARTMENTAL EXAMINATIONS, 1932

Examination	No. of Candidates	Total	Increase over 1931
HIGH SCHOOL*			
JUNE—			
Academic:			
First Year	62†	.....	.....
Second Year	7,061	.....	.....
Third Year	5,159	.....	.....
Fourth Year	4,588	.....	.....
Total.....	.....	16,870	1,782
Commercial:			
First Year	128‡	.....	128
Second Year	433	.....	50
Third Year	96	657	59
Technical:			
Second Year	120	.....	.....
Third Year	47	167	85
SEPTEMBER—			
Third Year	1,851	.....	110
Fourth Year	1,657	3,508	293
		21,202	2,507

*Candidates are classified in the year of the highest unit written.

†This includes students prepared by private study, by correspondence or at night school. Students in attendance in all public, separate or private schools may be recommended for credit by the teacher or principal in all units of the First Year and in English 2.

‡This includes candidates for Bookkeeping 1 only. Students in attendance in all public or separate commercial schools may be recommended for credit in Literature 1, Business English 1, Spelling 1, Penmanship 1, Mathematics 1, Stenography 1, Typewriting 1, History 1, General Science 1, and French 1.

ANALYSIS OF RESULTS—JUNE, 1932

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	2,674	1,897
Agriculture 2	1,557	1,152
Algebra 1	380	368
Algebra 2	6,143	4,008
Algebra 3	1,901	1,239
Arithmetic 1	4,220	2,964
Art 1	4,586	3,167
Art 2	408	269
Biology 1	819	652
Chemistry 1	3,214	2,349
Chemistry 2	854	548
Composition 1	94	67
Composition 2	218	149
Composition 3	4,334	3,227
Composition 4	2,139	1,357
French 1	169	87
French 2	3,535	2,306
French 3	1,347	1,022
Geography 1	4,180	3,007
General Science 1	33	19
Geometry 1	82	51
Geometry 2	5,256	3,838
Geometry 3	1,624	1,056
German 1	74	51
German 2	105	74
German 3	37	33
History 1	72	38
History 2	7,071	4,858
History 3	3,849	3,055
History 4	1,744	1,339
History of Literature 1	664	475
Latin 1	134	104
Latin 2	1,374	1,047
Latin 3	612	499
Literature 1	61	38
Literature 2	169	122
Literature 3	4,394	2,964
Literature 4	2,080	1,662
Music 1	4	3
Music 2	1	1
Music 3	1	1
Physics 1	4,679	3,537
Physics 2	1,337	862
Trigonometry 1	2,095	1,719
Total.....	80,324	57,281

Percentage of Passes..... 71.31

DEPARTMENT OF EDUCATION

SEPTEMBER EXAMINATIONS, 1932

UNIT	Number of Candidates	Number who Passed
Agriculture 2	136	26
Algebra 2	410	144
Algebra 3	240	136
Arithmetic 1	353	164
Art 2	40	22
Biology 1	108	52
Chemistry 1	225	101
Chemistry 2	126	58
Composition 3	349	104
French 2	281	141
French 3	161	108
Geography 1	255	137
Geometry 2	314	123
Geometry 3	221	123
German 2	6	4
German 3	11	9
History 3	205	88
History 4	155	98
History of Literature	82	54
Latin 2	84	45
Latin 3	35	7
Literature 3	498	237
Literature 4	238	137
Physics 2	183	58
Trigonometry 1	155	66
Composition 4	512	257
Total	5,383	2,499

Percentage of Passes 46.42

COMMERCIAL EXAMINATIONS, 1932

UNIT	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 3.	68	49
Bookkeeping 1	307	272
Bookkeeping 2 (Theory)	258	204
Bookkeeping 2 (Practice)	258	181
Bookkeeping 3 (Theory)	56	54
Bookkeeping 3 (Practice)	58	52
Business English and Office Practice 2.....	412	384
Business English and Office Practice 3.....	72	69
Geography 1	61	51
Commercial Law	76	68
Literature 2	215	186
Literature 3	54	43
Penmanship 2	401	395
Rapid Calculation 2	400	286
Secretarial Training 1	63	58
Spelling and Word Study 2	419	348
Stenography 2	386	274
Typewriting 2	413	311
Total.....	3,977	3,285

Percentage of Passes..... 82.60

TECHNICAL EXAMINATIONS, 1932

SUBJECT	Number of Candidates	Number Who Passed
Building Construction 1	1	1
Cabinet Work 1	7	4
Carpentry 1	20	16
Composition 1	1	....
Composition 2	1	1
Composition 3	27	20
Drawing and Design 2	2	2
Dressmaking 2	11	10
Electricity 2	36	22
Electricity 3	21	17
Food and Dietetics 1	5	5
General Mathematics 1	4	3
General Mathematics 2	100	68
General Mathematics 3	30	23
General Science 1	1	1
General Science 2	82	56
General Science 3	30	25
Geography 1	26	24
History 3	27	20
Household Economics 2	10	10
Industrial Art 1	1	1
Industrial History 1	99	70
Literature 3	18	12
Metal Work 2	20	13
Metal Work 3	2	2
Motor Mechanics 2	40	33
Motor Mechanics 3	9	9
Physiology and Hygiene	5	4
Total....	636	472

Percentage of Passes..... 74.21

DIPLOMAS ISSUED

Grade VIII	9,753
High School (Third Year):	
Normal Entrance	1,477
University Matriculation	572
General Course	62
High School (Fourth Year):	
Normal Entrance	754
General Course	204
Commercial	96
Technical	4
Total.....	12,922

EXAMINATION CENTRES

June	1,064
September	28
Total.....	1,092

DEPARTMENT OF EDUCATION

CERTIFICATES ISSUED DURING THE YEAR 1932

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Totals
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
Academic Certificates	16	.....	.....	.....	16	
First Class	284	.....	.....	.....	284	
Second Class	412	.....	.....	.....	412	712
(b) Interim Certificates						
Alberta Teachers:						
High School Class	22	.....	.....	.....	22	22
First Class:						
Alberta Teachers	343	.....	.....	.....	343	
Teachers from Saskatchewan .....	.....	12	.....	.....	.....	
Teachers from Manitoba .....	.....	2	.....	.....	.....	
Teachers from Ontario .....	.....	1	.....	.....	15	358
Second Class:						
Alberta Teachers	357	.....	.....	.....	357	
Teachers from British Columbia .....	.....	3	.....	.....	.....	
Teachers from Saskatchewan .....	.....	14	.....	.....	.....	
Teachers from Manitoba .....	.....	2	.....	.....	.....	
Teachers from Ontario .....	.....	4	.....	.....	.....	
Teachers from Quebec .....	.....	1	.....	.....	.....	
Teachers from New Brunswick .....	.....	1	.....	.....	25	
Teachers from England .....	.....	.....	2	.....	2	384
Third Class:						
Alberta Teachers	36	.....	.....	.....	36	36
	1,470	40	2	.....	1,512	1,512

N.B.—The table shown above includes in its Alberta list 73 certificates re-issued on account of change of name through marriage, and 159 re-issued to teachers who qualified for certificates of higher class than those originally granted them.

CERTIFICATES OF CREDIT ISSUED

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated.

	No. of Students	
ACADEMIC COURSE:		
First Year	6,739	
Second Year	6,993	
Third Year	1,986	
Fourth Year	400	
		16,118
COMMERCIAL COURSE:		
First Year	487	
Second Year	64	
Third Year	10	
		561
TECHNICAL COURSE:		
First Year	290	
Second Year	128	
Third Year	9	
		427
		17,106

REPORT OF CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The session of 1931-32 resumed after the Christmas holidays, on January 5th, with an enrolment of 167 firsts and 110 seconds. This included one student from a previous session and one with third class standing from Nova Scotia.

In January an apprentice form of practice teaching was introduced. Under this plan the students were distributed, two per class-room for two consecutive half days, amongst certain rooms of the city schools which had not been used for practice purposes during the fall term. Formal reports were not required, and the students were given as large a share in the work of the room as was found convenient, in some cases being given sole charge for a part of the period. This type of work was found so satisfactory that an extension of the experience is considered most desirable.

On Monday, February 22nd, the second round of formal observation and practice was begun in the city schools, and continued for two weeks. As in previous years, the city teachers have, in general, co-operated most helpfully. During these periods every student has been observed and reported on in detail by at least two members of the staff, and from five to ten formal reports on teaching have been filed for each student. The final grading of practice teaching for the session gave the following results: Excellent, 17; good, 58; pass, 191; unsatisfactory, 8.

Rural observation and practice took place, for half of the class groups, in the four school days preceding Easter, March 21-24, and for the other half, April 4-8. Locations were satisfactorily made by the inspectors, and only in case of illness or epidemic was it found necessary to change the original arrangements. In only three cases were students unable to complete the required rural attendance, and these omissions were made up in June after the close of the Normal school session.

As was to be expected, only a small minority of those completing the course were able to get positions, and many of these at greatly reduced, or deferred, salaries. At least twenty of last session's students are attending Commercial High School in Calgary, and quite a number are at Junior College.

The work in physical training showed good results, and classes were kept up until the very end of the session, although the final examinations came much earlier. As the weather permits, outside games largely replace the more formal gymnasium exercises at this time of the year. The Strathcona Trust made the usual awards of scholarships and class medals this year. The winners of the scholarships this session were Vernon Stott, Calgary, and Aileen Albers, Brooks.

The session of 1932-33 opened on September 7th, with an enrolment of 294, including two who had failed to complete the requirements at a previous session. When the results of the supplemental examinations were published, 29 students were transferred from second to first class. The final classification stood as follows: First class men, two groups, 55; first class women, three groups, 145;

second class men, one group, 28; second class women, two groups, 66. Five students withdrew before Christmas, one to resume work at the University of Alberta, one to enter the University of Alberta on an I.O.D.E. scholarship, and three because of ill-health. Two others withdrew, on advice, at the end of December.

As in the preceding session, the firsts exceeded the seconds in number, even before the transfers were made. It is worthy of remark that, notwithstanding the increase in fees and the discontinuance of the loans, the registration was slightly in excess of that in 1931-32. It is true that the increase is mainly from Calgary, but the representation from outside is well maintained. Not only is the ratio of firsts to seconds 2.12 to 1, but 79 students in the second class have fourth year credits, as follows: 8 credits, 1; 7 credits, 16; 6 credits, 19; 5 credits, 12; 4 credits, 14; 3 credits, 10; 2 credits, 3; 1 credit, 4.

The following tables give the usual statistics for both sessions referred to in this report:

ATTENDANCE TABLES, 1932								
	First Class.			Second Class.			Total.	
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.
Second Term, 1931-32	52	115	167	37	73	110	89	188
First Term, 1932-33..	55	145	200	28	66	94	83	211
Total	107	260	367	65	139	204	172	399

ACADEMIC STANDING FOR ADMISSION					
REGULAR COURSE, 1932-33					
	Graduates	Undergraduates	Grade XII	Grade XI	Total
Alberta	1	20	178	92	291
Saskatchewan .....	....	....	2	....	2
England .....	....	1	....	....	1
Total	1	21	180	92	294

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1932	
Regular Course, 1931-32:	
First Class Interim	161
Second Class Interim	98
Third Class	11
Failures	5
Withdrawals	2
Total.....	277

It is very gratifying to be able to report that the young people now enrolled in Normal school are in no way inferior to any preceding class in industry and enthusiasm. Quite a number are taking part in young people's activities outside of school, as well as joining heartily in class programmes and socials; 132 took the St. John's Ambulance course in first aid, 118 of these qualifying for the certificate.

No change took place in the staffs this year. Six of the Normal school staff were on duty at Summer School. We also participated in Fall conventions at Olds, Trochu, Medicine Hat, Lethbridge and Calgary. We are indebted for interesting illustrated addresses to Mr. T. B. Moffatt, on the "Trails of the Rockies," and to Dr. W. G. Carpenter on the "North Country." The Friday afternoon programmes of the Students' Association are, on the whole, helpful as well as recreational. Debates, dramatics, and an operetta are under way, and other interesting features are to be introduced later in the session.

REPORT OF CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

The following is an analysis of the attendance at the Normal School, Camrose, for the year just closed:

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term, 1931-32	9	37	46	23	66	89	32	103	135
First Term, 1932-33..	17	35	52	22	65	87	39	100	139
Total	26	72	98	45	131	176	71	203	274

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES,
CLASSES, 1931-32

First Class Interim	44 (Honours 10)
Second Class Interim	85 (Honours 10)
Third Class	6
Total.....	135

F. L. Whitney in his book, "The Intelligence, Preparation and Teaching Skill of State Normal School Graduates in the United States," states that, "to a certain degree, popular opinion has placed the elementary teacher in our public school systems on a rather low level of intelligence." We have reason to believe that popular opinion with reference to elementary school teachers is much the same in Canada. While we do not claim to measure mentality with any high degree of accuracy, we can measure roughly the mental alertness of the student, and thus determine his relative position within the group.

It may be of interest to know the results of a Psychological Examination published by the American Council on Education, given to the classes of 1931-32:

Median Score of all students	169.17
Median Score of First Class.....	192.50
Median Score of Second Class.....	149.38

The same test was given to 41,369 students (College Freshmen) in 152 colleges. The median score was 147.37. We see that those entering Alberta Normal schools have a mentality that might be described as better than the "run of the mine" of college freshmen. Teachers, therefore, have no reason to be ashamed of the intelligence level of the profession.

In addition to the regular observation and practice teaching of the elementary school, it was possible, through the co-operation of the staff of the Camrose High School, to give the students of the first class an opportunity to observe and to teach the work of Grades IX and X. We consider this a necessary part of the training of teachers for rural schools, as many of our rural districts are demanding the teaching of high school work.

The following members of the Normal School staff were employed at the Summer School: Miss E. A. Hastie, Mr. G. F. Manning, Mr. H. B. Trout, Mr. H. A. MacGregor, Mr. W. Wees, Miss A. C. Lewis, Sgt. Hawkes, and the principal. During the fall term members of the staff attended teachers' conventions at Wainwright, Camrose, Wetaskiwin and Castor.

The Alumni Association held a successful re-union, December 29th, in Camrose. Our graduates continue to show a loyal attitude and a keen interest in the work of the school. The Memorial Fund,

to commemorate the work of the late Messrs. Scott, Stickle and Torrie, has been given most generous support. This fund provides two scholarships to the Summer School of \$25.00 each. The scholarships are awarded to the two students who make the best records in practice teaching. The winners for 1932 were Miss Margaret Scott, of Viking, and Miss Madge York, of Killam. The Academic Cup, which goes to the best all-round student of the school, was won by Miss Dagmar Nelson, of Wetaskiwin.

There were no changes in the staff of the Normal school. The work of instruction was apportioned as follows:

Principal: School Management, General Methods, Arithmetic (1st Class); Miss E. A. Hastie: Health Education, Penmanship, Spelling; Miss G. Twomey: Art, Music; Mr. G. F. Manning: History, Grammar, History of Education (1st Class); Mr. H. B. Trout: Literature, Reading; Mr. H. A. MacGregor: Geography, Nature Study, Agriculture; Mr. W. Wees: Psychology, Composition, Arithmetic (2nd Class); Sgt. Hawkes: Physical Training; Miss C. Taylor is Librarian, and Miss A. C. Lewis, Secretary.

The extra curricular activities—athletics, dramatics, Glee Club, orchestra, debating, year book, Students' Union—were carried on as usual.

The fall term opened on September 7th, with an enrolment higher than the previous term. In spite of present economic conditions, 96% of the tuition fees was paid on the date of registration. These facts indicate to some extent that parents realize the value of the training received at our Provincial Normal schools.

REPORT OF EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

The following table deals with the class in attendance during the academic year 1931-32. This class graduated in June, 1932:

	First Class.			Second Class			Total		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Winter Term, 1932	29	63	92	35	98	133	64	161	225
Withdrew before end of Winter Term, 1932:									
On account of illness									1
Attendance discontinued (no reason stated)									1
Withdrew during term									2
Withdrew during Fall term									10
Total Withdrawals during the year.....									12
Enrolment:									
	First Class			Second Class.			Total.		
September, 1931			94			143			237
June, 1932			92			133			225
CERTIFICATES RECOMMENDED, CLASS OF 1931-32									
First Class Interim						83	(Honours 11)		
Second Class Interim						121	(Honours 2)		
Third Class Interim						18			
Failures						3			
Total.....						225			

The following tables deal with the class of 1932-33. This class entered Normal School in September, 1932:

First Class.			Second Class.			Total.		
Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
40	85	125	41	95	136	81	180	261

Withdrawn during term or at end of Fall term:

	First Class.	Second Class.	Total.
To attend University	2	1	1
On account of unpromising work	2	6	8
	2	7	9

	First Class.	Second Class.	Total.
Enrolment at end of Fall term, 1932.....	123	129	252

Notwithstanding the fact that the practice of granting loans to students was discontinued by the Government, and that the Normal school tuition fee was raised from \$25 to \$50, the enrolment increased from 237 in September, 1931, to 261 in September, 1932.

Owing in part to the emphasis placed on scholarship in the admission of candidates to Normal School, and partly to difficult times, the percentage of students enrolled in the first class continues to increase. In five years the rise has been from 25% to 50%. Following are the percentages for the five years:

1928-29	23.4 %	1929-30	26.5 %
1930-31	27.7 %	1931-32	39.4 %
1932-33	47.9 %		

The percentage of male students continues to increase:

1928-29	23.0 %	1929-30	27.3 %
1930-31	25.4 %	1931-32	28.7 %
1932-33	31.0 %		

Number of students holding degrees, 1.

No changes have taken place in the personnel of either the Normal school staff or the Practice school staff. Dr. Dickie, Dr. Newland, Mrs. Smith, Miss Connor, Mr. Dunlop and Mr. Hedley assisted on the programmes of the teachers' convention of various inspectorates. Eight addresses were given before the Edmonton City Teachers' Convention by Dr. Dickie, Mr. Dunlop, Mr. Balfour and Mr. Lord. Several of our staff members also gave addresses at the Alberta Educational Association. Mrs. Smith assisted in adjudicating at the Camrose and Vegreville musical festivals. Dr. Dickie was granted leave of absence for May and June. The work in English for those months was taken by Miss Margaret MacKinlay, who was on the staff two years ago.

The Edmonton city teachers and the teachers of the Lamont inspectorate held their conventions in the Normal school building. The Short Farm Course of the University of Alberta was held in the Normal school. The Arts and Crafts Guild again held their three-day session in the study room of the Normal school.

The Normal school play this year was "Green Stockings." The Practice school play was "Racketty Packetty House." Both were well presented, and were enjoyed by large audiences. The training in speech and manner resulting from activities of this kind is excellent. The closing exercises were very successful. The programme—selections from "Pinafore"—was well staged, and the choruses indicated careful training. At these exercises the school is pleased to have as its guests the parents of its students. Very many of them were present.

As a stimulus to better programmes in the regular weekly Literary meetings, the staff presented a cup for competition by classes. The improvement in both selection of items and in finish is very evident. The decision as to the best programme was not easily arrived at, but was in favour of Class I-B.

In the past the school has not been able to hold successful skating parties on our rink, owing to the lack of apparatus to amplify the music. The gymnasium has also felt a similar need for its rhythmical games and folk dances. The staff has recently purchased equipment which meets these needs admirably. Other staff donations to the school this year are a set of bells for the orchestra and equipment for both the boys' and girls' rest rooms.

Owing to the times and to our desire to centre the social life of the students about the school, more social evenings than usual have been held. The students carry out these affairs very successfully. During the Christmas vacation the Alberta Normal School Alumni Association had the most successful re-union of its career.

During the year many exhibitions of art work have been made in the upstairs foyer. As has been the custom annually, the Normal school entertained the Edmonton Art Club at their December meeting.

The gift of the Class of 1931-32 to the school was a graceful piece of English bronze statuary, "The Warrior," executed in bronze by J. A. Hatfield, from the original by J. A. Foley, R.A. The well-designed base was made at the Government carpenter shop.

The winners of the Edmonton Public School Board scholarship positions on the city teaching staff were Miss Margaret Kruger and Mr. Malcolm Urquhart.

The procedures in connection with preliminary practice, demonstration lessons and rural school teaching were the same as reported last year. A change of date has been made in connection with practice teaching in the city schools—the first round of teaching, which is confined to Grades I, II and III, is made in late November and early December instead of in January.

The special certificate issued by the Department of Education for proficiency in penmanship was awarded to 85 students.

It is the custom of the school to award letters of commendation to students who on the professional subjects of the Christmas examinations have made 75 on four or more subjects, failed in no subject, and averaged 70 on all subjects. Thirty-one letters of this type were issued. This year we have introduced a Letter of Commendation "With Distinction," awarded to students who have made 75 on five or more subjects, failed in no subject, and averaged 75. This letter was awarded to 14 students.

The President and Vice-President of the Students' Union for the Winter term (1931-32) were Mr. Harry Robinson and Miss Ella McLaren, and for the Fall term (1932-33), Mr. Frank Appleby and Miss Hannah Milner.

The school is indebted to Professor James Adam, of the University of Alberta, for his kindness in delivering a lecture on Canadian Art.

During the year 437 volumes were added to the library. The total number of volumes now in the library is 3,660.

A blue-print of the plans for the grounds has been made. Planting of trees, shrubs and flowers has taken place in accordance with the plan. A comprehensive article on the Normal school building and its administration appeared in the December issue of "School Progress," a magazine published in Toronto.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

The school inspection staff now numbers twenty-nine as against thirty-one at the commencement of the year. Twenty-seven inspectors are assigned to the inspection of public school work, while two others devote their time exclusively to the inspection of those schools or class-rooms in which only high school units are taught.

CHANGES IN STAFF

Early in the year two of our inspectors who had reached superannuation age, after long and faithful service, were placed upon the retired list. These were Mr. J. A. Fife, M.Sc., of the Edmonton rural inspectorate, and Mr. J. W. Russell, B.A., of the Camrose inspectorate. In October of 1932 Mr. J. F. Boyce, B.A., an inspector of schools since 1902, resigned his position in the Bassano inspectorate, and was placed on the superannuation list.

It was decided, as from the 1st of April, to suspend, temporarily, the inspection of the public and separate school rooms in the cities of Calgary and Edmonton. Accordingly, the vacancies occasioned by the retirement of Messrs. Boyce and Russell were filled by the transfer of Mr. W. H. Edwards, B.A., from Calgary city to Bassano, and Mr. D. M. Sullivan, M.A., from Edmonton city to Camrose.

Mr. J. J. LeBlanc, B.A., has been transferred from the Westlock division to the Edmonton rural inspectorate, succeeding Inspector Fife, while Mr. H. B. Trout, B.A., of the Camrose Normal School will, at the commencement of the new year, take charge of the Westlock division, with headquarters at Barrhead.

INSPECTORS, WITH DIVISIONS AND DISTRICTS

Information as to inspectoral divisions, inspectors, number of districts and number of rooms assigned to each, is set out in the following table:

Inspectorate and Inspector.	No. of Districts.	No. of Rooms.	No. of rooms in operation.
Athabasca—W. H. Swift, M.A.	107	123	110
Barrhead—H. B. Trout, B.A.	127	146	143
Bassano—W. H. Edwards, B.A.	109	132	120
Calgary Rural—J. A. Macgregor, B.A.	129	175	170
Camrose—D. M. Sullivan, M.A.	130	168	165
Coronation—W. E. Frame, M.A.	149	167	157
Edmonton East—J. J. LeBlanc, B.A.	128	171	168
Edmonton West—J. H. Hutchison, B.A.	124	170	160
Foremost—H. C. Sweet, B.A.	152	198	164
Grande Prairie—D. J. W. Oke, M.A.	120	143	129
Hanna—L. A. Thurber, B.Sc.	179	251	201
High River—X. P. Crispo, M.A.	137	186	182
Lamont—C. H. Robinson, M.A.	197	160	159
Lethbridge—Owen Williams, B.A.	104	260	257
Macleod—C. C. Bremner, M.A.	122	202	198
Medicine Hat—F. S. Carr, B.A.	151	223	203
Olds—R. H. Liggett, B.A.	134	159	159
Oyen—R. J. Scott, B.A.	155	166	159
Peace River—G. L. Wilson, B.Sc.	118	145	134
Red Deer—A. R. Gibson, M.A.	134	169	168
Stettler—W. E. Hay, B.Paed.	139	177	170
St. Paul—J. L. Gibault, B.A.	141	185	179
Trochu—W. J. McLean, B.A.	140	182	182
Vegreville—A. L. Doucette, B.A.	126	178	178
Vermilion—H. R. Parker, B.A.	145	162	158
Wainwright—Lorne Good, B.Sc.	135	155	151
Wetaskiwin—John Scoffield, B.A.	145	174	172

The average number of school districts assigned to each inspector was 132, while the average number of rooms was 175. The inspectoral divisions must, therefore, because of local conditions, roads, railway facilities, natural boundaries, and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. From time to time account is taken of these circumstances, and efforts are made accordingly to set out a fairer equalization of work.

THE WORK OF THE YEAR

The statistical returns for the year indicate that the inspectors carried out 4,865 inspections as follows: 3,437 rooms were inspected once, while 684 received two visits, and 5 received three visits. Inspections were carried out also in 8 private schools and 37 Indian schools. This statement includes inspections made in the cities of Edmonton and Calgary up to the 1st of April, and also inspections made in the cities of Medicine Hat and Lethbridge, together with other casual inspections of high school work. With the exception of 281 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year and, as stated, 684 received two inspections.

All school inspectors have submitted individual reports dealing with school conditions in their respective divisions, for the year ending December 31, 1932. In the following pages a consolidation of these reports has been effected through a liberal use of excerpts chosen with a view to giving a province-wide picture of the educational situation. The problems facing school boards, teachers, and administrative officers, the measures devised by administrators and governing bodies to cope with these problems, and general

observations have been classified under eight heads, which follow in the order named:

- A—Conditions affecting educational progress.
- B—Supervision of class-room instruction.
- C—Operation of schools during 1932.
- D—School attendance.
- F—Official trusteeships.
- G—School fairs.
- H—Evidences of progress and outlook for the coming year.

A—CONDITIONS AFFECTING PROGRESS

The success of our efforts to improve educational results is always affected appreciably by the prevailing economic conditions. Good crops and favourable prices raise the standard of living and improve interest in the work of the schools. When financing is easier, regular and extended operation is more general, schools are more generously supported—buildings, equipment, and personnel reflect the trend of the times. On the other hand, in times of depression, as an off-set to the curtailment in building, interest in the human product of the school appears to be greatly stimulated. Attendance increases sharply, attention is focussed more directly on values. Adversity impels all classes of people to limit their wants to the barest necessities, and to canvass all possible ways of conserving resources. When resources are depleted, needs still clamour for satisfaction. To meet these needs as far as possible without the expenditure of money, common sacrifices must be made, new paths explored; co-operation of all interested parties becomes the watchword.

During the past year, the severest of the depression, the ingenuity of departmental and school officials, governing and financing bodies in common has been taxed to maintain unimpaired educational service throughout the Province. The problems have seemed almost insuperable, but they have been faced courageously and to such good effect that there has been little if any curtailment of school operation. Unable to sell debentures for the construction of new schools, trustees have resorted to other expedients. A number of log structures have been built, voluntary labour has been invoked, arrears of taxes have been employed on labour, temporary buildings have been set up, and various other unusual methods employed to keep the educational wheels turning.

Municipal districts have been able through well-secured loans to maintain practically normal operation of schools within their boundaries. The payment of the equalization grants has provided additional assistance for districts with low assessments, thereby easing materially the burden of financing this type of school. School districts situated outside the bounds of any municipal district have, in cases of urgent necessity, received government guarantees to negotiate small bank loans, the proceeds of which were in all cases used to make advances against the teacher's monthly salary. Teachers have shared in the burdens by accepting reductions in salary. Budgets for school operation have been scrutinized with a discriminating eye, and economies have been instituted to ensure at least minimum service. The result has been that through-

out the Province the slogan of the school is "business as usual." Fortunately the anxiety and widespread pessimism throughout the adult world has not penetrated the school, where dividends in the form of well invested time and effort are as great as ever. This statement is borne out in the following figures, which show that the number of pupils enrolled in our schools showed an increase of 2,065 over the previous year, and 96.7% of all schools operated for a period exceeding 160 days.

Organization of new districts occurred chiefly in the northern sections of the Province. In all, 35 new districts were established during the year.

B—SUPERVISION OF CLASS-ROOM INSTRUCTION

To the uninitiated, inspection of schools and supervision of class-room instruction would appear to comprise the whole of the inspector's work. While these are the inspector's most important functions, they normally occupy little more than half of his time, and, in these days of stress, are outweighed in importance by other duties involving much travel and long considered judgments. Problems arise from the difficulty of keeping schools in normal operation, adjusting boundary inconsistencies, assisting as adviser in internal disputes, acting in the capacity of attendance officer, making investigations relative to salaries, efficiency of teachers, finances, and other major and minor matters which compel the inspector's presence as the "eyes and ears of the Department." This latter type of work is administrative in character. As the representative of the Department in the field, the inspector must see that the school law and regulations are properly interpreted; and must try to give effect to the educational policy of the government, whether temporary or permanent.

The more technical phases of the inspector's duties have to do with the supervision and inspection of schools in operation. Supervision has for its primary aim the improvement of instruction. A good supervisor is the teacher's helper and friend. He assists the teacher in organizing the work; he demonstrates modern methods of teaching; he recommends suitable literature designed to shed light on education as an art and as a science. In a word he is a highly trained, sympathetic, and experienced expert who criticizes constructively, finds the weak spots in the teacher's armour, and suggests new or well tried weapons to defeat the forces of ignorance or discouragement. Inspection deals with the academic and professional equipment of the teacher, the quality of the instruction offered, the organization of courses of study and interpretation of curricula, the conditions affecting teaching power and pupil progress.

The conclusions of inspectors as set forth in the following quotations show that teachers are improving in technique and effectiveness. Normal graduates are bringing a more efficient training to their task, and teachers of experience devote themselves to the discharge of their duties with greater zeal. The tenure of office is gradually lengthening, and the academic and professional background is sensibly improved. Salaries have reached new low levels, and notwithstanding the fact that the true teacher finds his best

reward in satisfactions of mind and purpose, the economic crisis with which teachers are faced is cause for sincere commiseration. It is a tribute to the idealism of the profession that teachers throughout the Province are continuing faithful to duty and loyal to the best traditions even under discouraging conditions. All reports pay respect to the sincerity and diligence of the teaching body.

"Considering the length of experience of the teachers, the following table gives a definite measure of the extent to which teachers are remaining in the work of rural schools:

Experience.	Per cent. of teachers.
Less than 2 years	20
2-5 years (inclusive)	32
6-10 years (inclusive)	32
11 years or more	16

"When almost half of the teachers of a rural inspectorate have had more than five years' experience, one may be assured that the rural child is being given better teaching service than in previous years. Of course, it sometimes occurs that the older teacher settles into a complacent routine. If so, his experience does not outweigh the fresh animated activity of the young teacher. And while the latter is easily influenced and guided, the former does not so readily accept criticisms and suggestions. However, excepting a very few cases of teachers whose temperaments are hardly suited to the work of managing and instructing children, the experienced teachers are giving a well balanced service. It is interesting to note that of this group of teachers, having more than five years' experience, 40% are men.

"Exactly 10% of the teachers of the inspectorate are married women, who are supplementing the incomes of their husbands. These women have resumed teaching during the past two years, evidently as a direct result of the fall of returns from the farms.

"The teaching profession seems obsessed with the covering of prescribed courses; parents expect regular promotions, and the teacher sacrifices a broader training to this particular aim. A bulk of material must be covered yearly; he takes the onus of responsibility heavily. Only at the end of the year, when all lessons have been prepared and delivered, is a measure of relief felt. In the meantime the teacher has been too busy in preparing lessons and meeting classes to find time, or take time, to weigh in the balance the objective towards which he and his class should move. The personnel of the teaching profession must gain a clearer insight into the aim of education. The teacher must expect less of himself and more of his pupils. He must concentrate upon the cultivation of habits of accuracy and order, the development of power to attack a task and right attitude of self-criticism of the task once completed. These are basic to education and growth. Facts in themselves are secondary in importance. The pupil comes first; the course of studies fits in naturally.

"Considering the public schools of the inspectorate, 136 inspections were made with percentage of ratings as follows: Excellent, 5%; very good, 22%; good, 55%; fairly good, 13%; and fair, 2%. No ratings were assigned in 3% of the inspections. The distribution is skewed to the upper side of the scale due largely to the frequency with which I rate the inexperienced teachers "good" conditionally, making a note to this effect at the foot of the report. In such cases I discuss matters very fully with the teachers, and it is seldom that the rating must be lowered upon the second visit. This scheme I feel to be quite justifiable in protecting the teacher's position and showing a spirit of encouragement to the young teacher. The young teachers are meeting with creditable success; given a few months in which to adjust themselves to their various problems, their success is usually assured.

"Salary rates below \$840 have been authorized in thirteen districts; a few more districts must offer lower salaries in the year 1933. In some instances where the teacher owns land in the district or near to it, part

payment of salary has been made in farm produce or in labour held against tax accounts. Some teachers have boarded at different homes in the district and thus cancelled salary against tax accounts."

INSPECTOR G. L. WILSON, B.Sc., Peace River.

"There is a tendency for teachers to appear—many of them had not been teaching for some time, possibly—poorly supplied with physical equipment. Texts and aids to teaching are too often almost totally lacking. The reference is, however, to the weaker schools and to the underpaid teacher. The efforts of the majority of the well established teachers to improve and to strengthen themselves in their positions tend to compensate for this.

"On the whole there is a seriousness of purpose and of resolve amongst the teachers that is most heartening. In spite of conditions, I find the majority of the teachers are working harder than before, and are willingly making their contributions to necessity.

"There is less despair evident amongst the teachers than amongst those for whom they labour.

"The instruction, although there are factors tending to the lowering of its quality, remains sound. Project work and objective methods appear to be gaining in popularity; the development, I believe, is a sound one.

"There is an almost universal desire to secure the lowest paid teacher even at the sacrifice of quality. Teachers have taken unfair advantage of the situation in some cases; they have agreed to ridiculous salaries knowing that these would not finally be approved, but thereby securing the school."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"Of the teachers in charge of classes during the year, 34% held first-class certificates and 66% second class certificates. There were no teachers with third class certificates. Three teachers in rural schools held university degrees. During the fall term eighteen inexperienced teachers were in charge of schools, being 17% of the total. During the fall term 60% of the schools in the inspectorate had the same teacher as in the spring term. This indicates greater stability of staff.

"Teachers' salaries have dropped greatly during the year. The range in the inspectorate is now from \$650 to \$1,000 in the rural schools, with only one school paying the latter and two the former. It has been necessary to recommend the approval of contracts below \$840 in a large number of cases, with the rates usually being \$700 or \$750. The average salary would now be about \$775. The conditions under which teachers are working, salaries in arrears, rumours of closing, lack of equipment, and other features of the times, are often very discouraging. The teaching body, however, is meeting the situation resolutely and providing the children with good education.

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Graduates of the Normal school are coming out with more practical knowledge; they are in a better position than heretofore to grasp understandingly the full extent of the problems to be met in their first school. Through contact with the rural school in practice teaching they gain some inkling of the specific training which will be required of them. On the other hand, it is unfortunate that some third class graduates who have practically no ability for teaching, and who cannot express themselves properly in English, are allowed to take charge of schools.

"I have found during the year that training in analytical process, especially as applied to problem solution in the arithmetic of the senior grades, does not receive sufficient attention. The pupils experience much difficulty in applying their knowledge of principles to new situations and can solve with a measure of satisfaction only such problems as are of the same type of those to be found in the text-book.

"For the June term only five districts received the Minister's authority to pay a salary less than the prescribed minimum. During the second term, however, there was a much larger demand for this measure. Altogether, during the year 47 requests for such salary reductions were investigated, and 34 were approved by the Minister. This means that 25% of the districts in this inspectorate are actually paying salaries less than \$840 per annum, the average reduction below this figure being \$107. It is expected that an increasing number of school boards will ask for the same relief in 1933."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"The professional qualifications of 171 teachers whose work was inspected were:

Certificate.	Interim.	Permanent.	Total.	Per centum.
Academic .....	....	1	1	.584
First Class	28	29	57	33.333
Second Class	49	64	113	66.083

"This shows an increase of almost 6½% over last year in the number of teachers holding first class or higher qualification.

"The length of experience of the teachers was: Less than 1 year 30, per cent. 17.544; 2 years 26, per cent. 15.205; 3 years 29, per cent. 16.96; 4 years 17, per cent. 9.94; 5 years 20, per cent. 11.696; over 5 years 49, per cent. 28.655.

"The grading of teachers on 200 inspections was: Excellent, 11; very good, 87; good, 88; fairly good, 9; fair, 0; and ungraded, 5.

"In two-room schools the average salaries were: Junior room \$958.12 and the senior room \$1,129.17, and in ungraded schools on 76 inspections of spring term \$896.00, and on 87 inspections of fall term \$840.69. In graded schools, grades \$947.27 and principals \$1,373.33.

"Teaching conditions are good throughout the inspectorate."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Better and more fluent English on the part of our New Canadian teachers should be demanded at our Normal schools. The objective should be complete elimination of faulty and careless pronunciation, incorrect accent as found in short vowels in words like mother, ship, best, plus, and also an easy, fluent unfaltering speech. Mastery of English with never a mistake in grammar must be a pre-requisite to instructional work by our teachers, and more particularly in the schools of the New Canadians. Because of this detriment I find that where English teachers are engaged in non-English schools the standard of work is generally higher than where the non-English teacher is employed. In such latter cases subjects like oral language, written composition and literature are less carefully taught than by the former type of teacher. The result is that in non-English schools literature is taught as mechanical oral reading of words and not as appreciation or as reproduction lessons.

"This lack of stressing English sufficiently is not only displayed in the reticence of children and their ability to respond readily, even in high school grades, but it is very apparent in school fair work. Here one sees excellent samples of art, penmanship, geography and history maps, but the composition work is disappointing. Errors in spelling, uncertainty of agreement of subject and verb, abuse of the preposition, inability to think ideas as complete thoughts and hence to write such, are some of the common faults in non-English schools. In composition work there is insufficient drilling and checking of the mechanics of the subject and its application to other subjects. Pupils lack imaginative powers as well as rapidity of thought collection. Teachers do not sufficiently realize that composition, both oral and written, is being practised all day and not only in the formal lessons in the subject.

"Teachers do not equip themselves with the standard art appreciation pictures except in rare instances. Not ten per cent. of the schools had taken up Picture Study in Art, and for no apparent reason. In this way senior pupils are losing the benefits of appreciation of fine art for their

later days, and the juniors lose the benefit of a very useful device as a means of oral language and conversation.

“Gradings for 1931 and 1932 were as follows:—1931 (109 cases): Excellent, 2.8%; very good, 15.6%; good, 58.0%; fairly good, 24.2%; fair, 6.4%; no grading, nil. 1932 (174 cases): Excellent, 5.7%; very good, 16.7%; good, 53.4%; fairly good, 23.0%; fair, 0.6%; no grading, 0.6%.

“The increase in the “Excellent” and “Very Good” ratings and the decrease in the “Fairly Good” gradings indicates the improvement in the standard of work over last year. At each inspection an attempt is made to test each grade with some subjects. With a half-day visit, a full inspection consisting of observation of lessons, examination of notebooks, demonstration of lessons, pupil testing, and teacher conference, one is kept busy, especially in schools of enrolments of 45 to 50 pupils. It is felt that more prolonged and more frequent visits of a supervisory nature along with assistance and guidance of teachers in follow-up work is needed rather than a superficial inspection once per year. The present large districts and the multifarious duties of an inspector and severe winter weather makes it difficult to visit all schools even once per year. I am continuing to give a detailed report of a suggestive and constructive nature rather than a generalized statement of achievement.”

INSPECTOR A. L. DOUCETTE, Vegreville.

“Second class teachers still greatly predominate throughout the inspectorate. Their ratio to first class teachers is as 78 to 22. Two-thirds of the second class teachers hold permanent certificates; and one-half of the first class are holders of permanent certificates. Thus a very considerable percentage of the teachers are experienced.”

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

“The average amount of experience per teacher is slightly higher than it was in 1931. The following table shows the amount of experience per teacher at the time of inspection:

Less than 1 year	33	11 years	3
1 year	12	12 years	3
2 years	24	14 years	1
3 years	17	15 years	1
4 years	9	16 years	4
5 years	12	19 years	1
6 years	10	22 years	1
7 years	7	28 years	1
8 years	5	30 years	1
9 years	6	32 years	1

“The average length of time the teachers have been in their present positions has also slightly increased. The following table shows the length of time the teachers have been in their present positions:

Less than 1 year	60	6 years	1
1 year	39	7 years	1
2 years	32	8 years	1
3 years	10	9 years	3
4 years	7	15 years	1
5 years	4		

"Following is a table showing the salaries paid where the salaries are the official minimum or less:

	One-room School.	Two-room School.	
		Junior room.	Senior room.
\$600	3	....	....
\$640 .....	....	1	....
\$650 .....	....	1	1 (\$660)
\$700 .....	....	4	....
\$710 .....	....	2	....
\$720 .....	....	1	....
\$750	4	1	2
\$770	1	....	....
\$775	1	....	....
\$800	1	3	5
\$840	15	13	6

"The above table shows the actual salary paid. In many instances, the teacher gets free residence and fuel in addition to his salary."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The schools of the inspectorate are, with few exceptions, very well served as regards the actual teaching service. Teachers give wide and able interpretation to the grade outlines and bring a wealth of illustration and devices to animate the presentation. For the problem phase of arithmetic in Grade IV and upwards, there should be more thorough and stimulating oral treatment of basic principles and related operations. In the written work of Composition, neatness and accuracy in the exercises and tidiness in the notebooks must continue to receive close attention:

"While a downward revision of salaries has been brought about by the continued depression in the prices of farm products, only thirteen school districts fixed the scale of remuneration below the statutory minimum of \$840 a year. Varying schedules prevail in the other districts as indicated by the following table:

28 school districts paid a yearly salary of	\$ 840
21 school districts paid a yearly salary of	850
41 school districts paid a yearly salary of	900
17 school districts paid a yearly salary of	950
43 school districts paid a yearly salary of	1,000

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"This year 34 young teachers who recently graduated from the Normal schools began work in this field. For various reasons trustee boards are sympathetic with them, and wish to give them an opportunity. Practically all exhibit a commendable attitude, being interested and ambitious. I graded their work as follows: Very good, 1; good, 26; fairly good, 7. New subject-matter is well taught by all of these, and the majority handle other features of the work satisfactorily. The main difficulties that have become evident are lack of ability to supervise work of pupils at seats, disciplinary problems, troubles with parents, inability to complete lessons within time limits and failure to review work at lengthening intervals. On the whole, they are doing well, and class-room experience will develop better work, but the problem of discipline is their greatest one.

"In primary reading much good work is being done, but a number have difficulty with this subject. They begin well with sentences and words, but neglect to keep those taught before the pupils, where they can be frequently reviewed. For this reason many forget what they learn and make slow progress. In many cases, phonics is introduced before pupils read well, and when the added difficulty of distinguishing sounds presents itself, their troubles are too great for them. Because of the prime importance of primary reading, all teacher-training institutions should stress particularly the teaching of this subject.

"The teaching of literature is done quite well by the larger number of teachers. In many cases lessons would be much improved if more

closely correlated with science, geography and history, and if the discussion drew the attention of the pupils to the best features as literary selections. More lessons in literary appreciation would make for better teaching.

"Pupils' interpretation of what they read is closely connected with problem work in arithmetic. I believe the weakest feature of work in senior grades is inability to solve problems. Increased attention should be given to accurate and independent thinking. At least one problem requiring independent thought should be in each day's assignment. Fundamental rules in arithmetic are generally taught satisfactorily, though in a few cases I have noticed time being wasted attempting to teach work to a class that was not far enough advanced to understand it.

"During the year I have given special attention to the work in geography throughout the elementary grades, and find that most pupils have a good knowledge of the work of their courses by the end of the year. I believe that this knowledge would be more complete and definite, however, if teachers organized the work at the beginning of the year, covering the subject-matter systematically, allowing ample time for review. This criticism applies to the senior grades, where a definite number of countries or units is required. The first units studied are given far more than their proportionate amount of time, and for lack of time the others are covered quickly and superficially. In addition to this improvement in organization, I have also given attention to getting a better type of written answers from pupils, encouraging them to treat subjects topically and more completely."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"Instruction appears to be of better quality. The lowering of salaries has not resulted in reduced efficiency. Teachers, almost without exception, are diligent, loyal and conscientious. A teacher who has unwillingly accepted a cut in salary may feel some resentment, and may even privately resolve to expend less energy in consequence, but in spite of his resolve he rises to the occasion gracefully, and gives his best efforts to the task. In schools where the enrolment is less than ten, it is difficult for the teacher or pupils to become enthusiastic, lacking competition. The absence of a single family during a school day dislocates the daily routine. Games and social activities are difficult to organize. This is a discouraging type of school, and only an outstanding teacher can inspire interest in such circumstances.

"Reading instruction continues to improve. Teachers are developing more discrimination in the choice of teaching auxiliaries, and less frequently do I find the laborious word by word reading so characteristic of the purely phonic method. Silent reading is emphasized by the majority of teachers. Many complain of lack of sources in this subject. The best exercises in my opinion, are the home-made ones, and the skillful teacher can find abundance of material on every hand which can be adapted to her peculiar needs. The same criticism applies to seat work and hand work. Too many teachers think such exercises should be supplied by the school board from the elaborate stocks listed in catalogues, and when this want is left unsatisfied, through lack of funds, busy work degenerates into endless writing, copying, or number work of a purely mechanical and wearisome type. I am pleased to say that teachers are open to suggestion and in most cases willing to devote long hours to preparation when once they are on the track of suitable and original busy work.

"The teachers who have recently graduated from Normal schools are almost uniformly enthusiastic and eager to put into practice the methods advocated at their training school. The number of teachers who testify that they have attended refresher courses at the Summer School is gratifying. There are isolated cases of teachers of over five years' experience who have allowed themselves to get into a rut. This type of teacher is usually completely satisfied with his own attainments, and as long as he manages to achieve a superficial success he is content. He resents criticism, even of a constructive kind, and is never open to

suggestion. Relying on the possession of a permanent certificate, he feels secure and is at times frank in stating that the inspector is prejudiced. An unfavorable report often has a salutary effect, but the inspector has to guard against the danger of speaking too frankly in this report, since the school board may take drastic action which is perhaps unwarranted."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"The number of inexperienced teachers able to secure schools has not decreased during the past two years. In 1931-32, seventeen such teachers entered the field, and in 1932-33 there were nineteen. There appears to be a definite feeling among board members that if a local qualified teacher is available either within the district or nearby, such teacher should as far as possible be given some preference in the matter of securing employment. This possibly accounts to some extent for the fact that the inexperienced teacher is still able to secure a school, despite the fact that many experienced teachers are available at the same salary. There is little evidence at hand to support the somewhat frequently heard contention that inexperienced teachers are more inclined to offer their services at a lower salary than experienced teachers.

"The present Normal school graduate brings to his work a very commendable attitude in nearly every instance. He is willing, conscientious, and usually very anxious to accept any suggestions for improvement. A good general grasp of effective presentation methods is possessed. The most noticeable weaknesses are inability to organize the work of several grades in such a manner as to secure the maximum economy of time and effort, and also in the lack of appreciation of the necessity for constant and thorough drill in all the work.

"In the average rural school more emphasis generally should be placed by the teacher upon the quality of effort put forth by the pupil, especially in the junior and intermediate grades. It would seem to be of greater ultimate benefit to the individual pupil that he realize there is more development and more personal satisfaction in completing a small piece of work to the very best of his ability rather than doing a large assignment in a mediocre manner. If pupils in the junior grades of the public school come to appreciate that continual striving toward better effort is desirable, which view is possible, a much better pupil enters the work of the senior grades. Neatness in the arrangement of work and quality of penmanship in all written exercises have accordingly been given some special attention during the past year. Much yet remains to be accomplished in this direction."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"In teaching, as in other professions, as the 'modus operandi' becomes more scientific, suitable instrumental physical equipment of adequate quality and variety becomes more necessary. In times of retrenchment in expenditures for public education, teachers must take over responsibility for provision of material as aids to an improved technique both in direct teaching in "the lesson" and in indirect teaching through the assignment. In the cases of a few teachers who have accepted that responsibility the quality of professional service is noticeably superior. Of course, abundance of suitable equipment for good teaching devices is not, in itself, a guarantee of effective teaching, but it is a necessary supplement of an undeveloped professional intelligence, and a recognized essential in the success of a teacher with a well developed professional intelligence.

"It is hardly to be expected that the teacher with less than one year's experience will have developed any really good technique of teaching or any adequately good organization of subject-matter of instruction. Nor is it reasonable to expect as much insight into, and grasp of, essentials of subject-matter from the teacher with a second class certificate as from the teacher with a first class certificate. It is a fair assumption that teachers will strive to meet all those requirements that inspectors make

as completely as circumstances will permit, but with due respect for standards clearly revealed as attainable and necessary.

"To place a check-mark opposite one of six gradings, viz., 'excellent,' 'very good,' 'good,' 'fairly good,' 'fair' and 'poor' seems simple enough. Had all teachers the same grade of certificate such a method of rating would work fairly well, but when 'fairly good' may have two or three meanings, according as the teacher is just a beginner and with second class certificate, or experienced and with first class certificate, it does not work satisfactorily to all parties concerned. Some better provision for an accurate rating according to experience and to grade of certificate should not be hard to make.

"In almost all schools in Stettler inspectorate satisfactory teaching conditions are being maintained. In thirty-five per cent. of them I have rated conditions 'very good.'

"In ten per cent. of schools or departments in the inspectorate I have given a rating of 'unsatisfactory.'

"For seventy-three out of a total of one hundred and sixty-nine elementary school-rooms there was a change of teacher during summer vacation, for only two a change during Christmas vacation."

INSPECTOR W. E. HAY, B.Paed., Stettler.

"My reports for the year 1932 show an appreciable improvement in the gradings awarded teachers. I consider that this is due to the greater continuity of service by individual teachers in their respective schools. The inspector is naturally cautious about issuing 'very good' and 'excellent' reports on teachers whom he has seen at work only once or twice, for a teacher, who might be apt to weaken in his work and who is in possession of one of these reports, is in a position to obtain an enviable situation on the strength of it. But when the inspector is sure of the continuity of high class work he is more apt to heighten his gradings. This, in all probability, accounts for the high percentages of 'very good' and 'excellent' reports given in 1932, and should be an incentive to teachers to remain as long as possible in their schools."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Inspectors' reports: To me this is the most difficult problem in connection with the work of inspecting schools. An effort is made to make the decision as objective as possible, that is, not to have the judgment of the scorer enter into the determination of the score, and much less the mood or attitude. In other words, the teacher must feel that the inspector is fair. I find that nearly all teachers are endeavoring to do their best. There are those, however, who are over-confident of their ability, and who do not realize the necessity for careful study. Others are lacking in confidence. The former must be checked, the latter encouraged. I am of the opinion that were a higher standard set up and the rating of teachers be highly objective, the grading would be considerably lower than what most inspectors determine. But the aim should be to encourage, where encouragement gets the best results, and this is in the great majority of cases."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"With very few exceptions I found the teachers taking their positions seriously and working efficiently. The men and women realize that if they fail to give satisfaction in their present situations they will have difficulty in getting others.

"Primary reading appeared to give considerable trouble, even to experienced teachers. I found it was often due to hurrying beginners and over-stressing phonetics. Quite a few people find art difficult to teach. It was given considerable attention at both the fall conventions, which should prove beneficial."

INSPECTOR W. E. FRAME, M.A., Coronation.

"An analysis of the gradings given during the year shows a marked upward tendency. Out of two hundred and six gradings, 11.17% were graded 'fairly good,' 34.95% were graded 'good,' 47.57% were 'very good,' and 6.31% 'excellent.'

"While there is always a possibility of the subjective element affecting these gradings, yet I believe it reflects more or less accurately an improvement in the teachers' work. One of the main reasons for improvement, I believe, lies in the fact that fewer changes took place in the personnel of the teaching staff, thus giving greater continuity of service. This, in turn, was due to the extreme economic depression, the over-abundance of teachers, and a consequent scarcity of vacancies in schools."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"The use of various 'Teachers' Helps' is becoming more and more prevalent. There is no doubt but that these helps, when properly used, save the teacher a lot of time and labour in preparing the material for his lessons. However, some teachers are not familiar with the proper way to use these aids. Occasionally I find teachers who simply read from these publications, and in almost every such case lessons are colourless and fail to arouse the interest and the imagination of the pupils under instruction. My observations have been, however, that such abuse of these so-called 'helps' is the exception, and that in most cases they are used to assist the teacher in gathering and organizing the subject-matter of lessons to be taught.

Inspectors' reports: Of the 200 inspections made during the year, the grading of the teachers was as follows: 'Excellent,' 10%; 'very good,' 21%; 'good,' 65%; and 'fairly good,' 4%."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"With the opening of the fall term 1932, I had many applications for certificates of hardship that would allow the boards to hire teachers at less than the minimum salary. All of these applications were investigated, and in practically every instance I found that it would not be possible for the board to pay the minimum salary. I have, therefore, written nearly one hundred certificates of hardship since the fall term started. This has resulted in lowering the average salary in this inspectorate to about \$725. Two of these applications were for \$500 per annum, the remainder of them vary from \$650 to \$750 per annum."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"History and geography lessons are too often a mere recitation of facts. Broader reading upon the part of the teacher would result in more interesting lesson teaching. Recently trained teachers are in many cases combining grades in these two subjects to the ultimate detriment of the pupil. If the teachers were permanently retained no loss to the pupil might follow. It has happened that upon a number of visits I have found pupils who have missed the geography of Alberta or of Canada, or the stories of the early history of Canada. Investigation has shown that combinations of Grades in V, VI and VII has accounted for the missing link.

"The feeling that districts could not operate for the full school year if compelled to pay the statutory minimum became quite general during the year. In all, fifty-two school districts asked for investigation with a view to securing a certificate of hardship, in order to pay salaries lower than \$840 per annum. In the majority of these cases the amount of salary agreed upon ranged from \$700 to \$750 per annum."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"While the majority of teachers are unquestionably doing good work, I am convinced that it could be better. Too much adherence to text-book presentation and to lecture type of method often robs lessons of their

vitality. Subject-matter which is unrelated to pupil interests and experiences can have little educative value. There is the need for a revival of the good old principles of motivation and interest.

"The supervision of seat work and the effective direction of pupil activity is unquestionably of fundamental importance in any school, and especially in a rural school; but emphasis on this should not result in neglect of, or deterioration in, the art of oral teaching. Presentation, demonstration, illustration and well directed discussion are still cardinal principles in the learning process. These should not be neglected and seat work assignments substituted, but rather they should be more closely correlated.

"Since improvement in teaching is the purpose—in fact, as I see it, the only justification for our supervision—I must confess that I have been rather disappointed in the lack of class-room problem consciousness on the part of some experienced teachers. Improvement will be merely superficial, unless there is an improved problem consciousness; and without such problem consciousness, professional stagnation is inevitable.

"It would be quite unfair to omit to remark upon the industry of the teachers and the satisfactory type of discipline prevailing in the schools of this inspectorate. Results in academic subjects are, on the whole, up to requirements.

"I am of the opinion that the present means of salary arbitration on the part of the inspector is only a temporary one. To insist upon a change in a contract which has not only been agreed upon by the teacher and the board, but which has already been signed and forwarded to the Department, places the inspector in an unenviable position, and allows leeway for considerable action on the part of teachers and school boards which is not in the best interest of our schools.

"From the inspector's point of view, either an abandonment of a minimum salary or a lowering of the present minimum would be preferable to the present scheme, which I realize is a necessary temporary measure. I am in hopes that the next legislative session will definitely decide upon the question.

"The great danger at present is that the cream of the teaching profession may be driven out, never to return."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

"Teachers need more direction; and an approved magazine, containing forward looking subject-matter, would do much towards the setting aside of unauthorized materials, which, used yearly, tend to make the teacher static of mind.

"In the curriculum: I am of the opinion that geography and history courses should parallel each other, with much material, which could be correlated in a manner which would not destroy the identity of each course.

"I am not certain at present, due to lack of an experimental basis, whether it would be best to use combination courses in each of these subjects for the rural school, but it would seem that a basis whereby such courses could be limited to about four years should be worked out, and thereby give the rural teacher some opportunity and guidance in the teaching of the essential facts of the now rather difficult eight-year course.

"Of the inspections made during the year I find the percentage of first class certificates to be approximately 37%, while second class certificates show a percentage of 63%. I am looking forward to a reversal of this. With the older teachers, experience will be of value, and method courses are urged rather than further certification."

INSPECTOR X. P. CRISPO, M.A., High River.

"The drop in rural salaries has not been entirely the result of the financial condition of the various districts. Competition has had much to do with it. In many cases teachers, when applying, have quoted very

low amounts, as desperation prompted them to try to get the position at any price. In some instances the under-bidding was purely a subterfuge, as it was done with the hope that the application of the experienced teacher would thus be negatived, and that the Government would later interfere and force the board to increase the salary.

"In most districts the people who board the teachers have been reasonable, and have lowered the price of board to a point where it is in proportion to the reduced salaries.

"In five municipalities the teachers have received their wages regularly. In the sixth one the state of affairs is deplorable, and the situation has been kept tolerable for the teachers only by utilizing every possible device for securing them groceries and enabling them to get credit for part payment of their board. In the majority of the collecting rural districts, salaries have been in arrears for months."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"During the year there were one hundred and ninety-eight inspections made, with gradings as follows: 'Excellent,' 5.05%, 'very good,' 19.19%; 'good,' 58%; 'fairly good,' 18.18%. Last year's rating was as follows: 'Excellent,' 8.17%; 'very good,' 22.01% 'good,' 48.62%; 'fairly good,' 19.26%; 'fair,' 1.37%.

"During the year very few replacements were made in schools. Out of a total of two hundred and forty-nine teachers, only twenty-two new appointments were made, seven in the high school departments and fifteen in the public school. Of the latter, thirteen were Normal school graduates.

"The permanency of the teaching staff has reacted favourably in the type of work done in the schools, as indicated by the gradings granted the teachers.

"One very noticeable feature is the decided improvement in the appearance of the schools. Pupils are encouraged to bring prints, plants and flowers to the school, and under the direction of the teacher, school environment is becoming a valuable factor in rural communities."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"There is one criticism to be made that is so constant that it is almost hackneyed: reading, writing and number work receive the most emphasis and occupy the greatest amount of time on the daily programme; they are taught so often as subjects of greatest importance, not as mere units in a large scheme of school activities. The correlation of all subjects, the motivation of the school course are left to be acquired by the child in adult life instead of being used as part of the educational process at school. Public school education is split up into watertight compartments far too much for the children to receive the benefit that this part of child life must offer to them. Educational ideals are present in theory, but too frequently absent in practice. The blame is not all due to teaching—teachers are still judged by examination results, on the ability of the child 'to read, to recite and to do sums.' Teachers, like others in employment, live up to the requirements of their employers.

"A disturbing factor in school administration has been the growing surplus of teachers. Teachers who have incurred debts in getting their education have become desperate. Salary slashing is not at all uncommon. One can readily see how disturbing it is to a board of trustees, when unemployed teachers approach the board with offers to teach at a rate that will just give the teacher a bare living."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"Primary reading generally receives more careful and successful attention than formerly. In the intermediate grades the results in English are most favourable when a careful differentiation is made among the various types of lessons, in oral reading, silent reading, appreciation lessons in literature, memorization and dramatization. Such differentia-

tion gives clarity to the aims in each type of procedure undertaken. In the junior grades favourable results in language work are often accomplished with close correlation of silent reading procedure with actual constructive assignments in composition.

"Pupil attainment in arithmetic reaches a good general standard. More difficulty is experienced in developing skill in reasoning in the work with denominate numbers and fractions in Grades V and VI than in providing for the instructional and occupational needs of pupils in arithmetic in either earlier or later stages.

"The text-book material in hygiene is usually covered, item by item, but the possibilities of health education, for example, in the study of community health in Grades VII and VIII continue to be realized imperfectly. General science and geometry continue to be the subjects which give the teachers and the pupils the most difficulty in Grade IX in the smaller schools; the new text-book in general science has proved most valuable, but the lack of experimental work in this subject, impossible for the most part at present in the small school, keeps this unit very largely on a theoretical basis. In the few instances where the physics unit in Grade X is attempted in the smaller schools, the same is the case to a more marked degree.

"Good supplementary material now aids the teachers in making their treatment of citizenship and history up to and including Grade VI interesting and impressive. The objectives of the course in history and civics for Grades VII and VIII remain more difficult of realization with the sources at present available.

"While the rates of teachers' salaries have been generally lowered, the record of regular payment of teachers' salaries has been remarkably good, and very few teachers have not received their salaries in full to the end of the year. The rates which the teachers are charged for boarding accommodation in the towns, villages and rural districts have in practically all cases been reduced.

"The condition of the school buildings in use has been very good. As reported for the years 1928 to 1930, the school buildings during those years were renovated, repaired and improved so generally that heavy expense for repair and improvement of buildings has not been necessary since. About 25 of the class-rooms were renovated during the summer vacation, and a few school buildings were repainted."

INSPECTOR H. C. SWEET, B.A., Foremost.

C—OPERATION OF SCHOOLS

It is gratifying to find that the ideal of full-time operation, for a period of ten months each year, is becoming more fully realized throughout the Province. During the past year bodies responsible for collecting and expending funds for school purposes have experienced unusual difficulty in finding ways and means for continuous operation. Application of the provisions of The Tax and Rates Collection Act has been a factor in successful financing, and there has been evidence of praiseworthy co-operation as between school boards, municipalities and banking institutions. The equalization grant, which is related to ability to finance as represented by assessed valuation, has done much to hasten full time operation of schools in districts small in area, and low in value for assessment purposes. While from other sources revenues have fallen, school grants have been maintained and have been paid promptly. Special grants have been employed to good effect in assisting in the erection of first school buildings. In some cases guaranteed loans have been necessary to maintain operation. The ingenuity of school officials has been necessary to maintain operation, and has been directed toward effecting economies in ordinary operating charges,

and in exploring new paths for the time being. It has been found possible to co-operate with other schools where enrolment and accessibility were favourable. The teaching load has been increased in not a few cases. There has been manifested an increasing determination that schools must carry on at any sacrifice.

As witnessed in the following excerpts, the annual period of operation shows steady and consistent improvement:

Periods of operation.	1931	1932
10 months	15 or 26%	24 or 34%
8 or 9 months	25 or 43%	31 or 47%
5, 6 or 7 months	12 or 21%	7 or 11%
4 months or less	6 or 10%	5 or 8%
Total number of districts....	58.	67

"By reduction of salary rates, voluntary efforts in the securing of fuel, and in many instances material reduction in the salaries of secretaries, the operation periods of last year have been maintained or bettered. Of the twelve districts operating less than eight months, six did not have school buildings until late in the year, while six experienced financial difficulties.

"The information given above is, however, not as encouraging as it seems from examination of the table. Many of the districts have heavy outstanding accounts, and very careful management of affairs must be followed if success is to be obtained.

"Special grants have been authorized and paid to eight districts during the year, the assistance being given to make possible the building of first schools in new districts. It is only by this means that new schools can be provided under present conditions, and even when debentures could be sold, the debenture plan of financing placed a heavy burden upon the pioneer district. There remain from twelve to fifteen cases where new districts will require schools during the coming year, and there is little hope for the education of the children of these districts without some financial assistance to provide schools."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"At the beginning of the year there was a large number of districts which had been organized, but which had not yet begun operation. These had buildings under construction in some cases, the work being done by community effort. Much time was required in directing and encouraging this work, with the result that during the year nine districts completed buildings and put the school in operation. Another four buildings were completed late in the year, and should be in operation during the spring term of 1933. These buildings are, with one exception, built of logs. For financial reasons they are not all fully finished, and suitable only for spring to fall operation. There are still several districts without school facilities which will require pressure during the coming year. Unfortunately, enthusiasm has waned in a number of these, as the people find themselves without means of supporting a school, even if the building is made available.

"The system of government grant contribution for materials, usually \$200, and community supplied labour has worked well in most instances. In a few districts it has been impossible, due to local friction, to get the work done in anything like reasonable time, and the burden has fallen to a few individuals. The great advantage is to be found in that a very satisfactory school is erected without the district being involved in debt. Any funds collected may go at once to school operation. In almost all cases seating accommodation and other fixtures are locally made."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"There are and always have been a number of schools on the outlying fringes of this inspectorate which have never operated for the full school

year. In most of these schools the enrolment is very small, four, six, seven or eight pupils being common. In one school there are only two pupils enrolled. There are about a dozen of these schools; they are in poor districts; the families are widely separated, and the roads are invariably bad. These schools have operated on an average of eight months last year. They would have been utterly unable on their own resources to have done that; the special grant in each and every case has been the saving factor.

"Schools of the type just mentioned constitute approximately ten per cent. of the rural schools of the inspectorate. The other ninety per cent. operate steadily and consistently throughout the two hundred days of the school year. Financing has not been as easy by any means as in former years; it has, however, been accomplished without any such serious disability as would involve the closing of the schools."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"No districts were granted Departmental loans during the year, but assistance was given several districts that collect their own taxes, by helping them to negotiate the necessary loans at their banks. One new district in the brush country on the western limit of this inspectorate was given a special grant to assist them to erect a first log school building. It was extremely fortunate, indeed, that the Department was able to assist in these cases, otherwise a large number of children would have been deprived of the advantage of training under a teacher.

"The excellent co-operation between the Departments of Education and Municipal Affairs has alone made it possible for the greater majority of schools to continue operation, and it is to be hoped that such satisfactory arrangements will be possible till general conditions improve."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The year 1932 was the best in the last fourteen from the point of view of the number of schools in operation. During the previous thirteen, 3.5 rural schools did not operate each year for one reason or another. In 1932 only one did not operate, and that was owing to the fact that there were no children in the district.

"The periods of operation, too, have been well maintained. Only five districts failed to operate during the full school year."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"During the term ending June 30th the attendance was high, being over 90% average, and with no school falling below 85%. With the term ending December 31st things were not so good, and the percentage attendance was lower. This was due to two causes: (1) the bad weather, which held up threshing operations and which necessitated the older pupils being kept home longer than they otherwise would have been, and (2) an epidemic of influenza which, while not so pronounced as in some localities, interfered considerably with the attendance for a time.

"There is very little desire upon the part of parents to keep their children out of school, and in this respect conditions have improved greatly over those existing during the war."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"In about a dozen cases the teachers, trustees, and ratepayers all worked together to keep their schools operating under difficulties. Drives were put on periodically to get funds. Each ratepayer was usually asked to pay ten dollars on his taxes, and the plan worked well. In these cases the districts obtained the right to collect their own arrears of taxes. The teachers co-operated by taking only a portion of their salaries each month and, in a few cases, by accepting a lower salary than the minimum. The price of their board was usually lowered in keeping with their salaries. In one district that is in unusually bad shape the teacher

boarded with the ratepayers in turn, the amount of their board being applied on their taxes.

"Usually when a community was confronted with the possibility of its school being closed indefinitely, the electors were willing to make an effort to prevent it."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Every school in this inspectorate was in operation, and practically every school operated for a full school year. No special grants were received. The regular and equalization grants, together with the money requisitioned from the municipalities, supplied the funds to the boards to keep the schools in operation.

"In a few schools lying outside municipalities the trustee boards have had a real problem to finance the schools. Teachers' salaries were lowered, but the problem still remains. Some of these schools will have the greatest difficulty in keeping in operation during the coming year. The taxable area is small, the people are poor, and taxes are not being paid."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"In spite of the depression, school boards have seen fit to keep all schools in operation throughout the school year. In not a single case have I been approached by a board to shorten the school term; however, a municipal council, in which several schools of this inspectorate are located, passed a resolution a short time ago that all schools in the municipality should remain closed for the months of January, February and March of the new year. Although it is over a month since this resolution was passed, so far I have not heard of a single instance where a school board reacted in favour of the council's resolution."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"In the early part of the year the credit of the municipalities with the banks was exhausted. As tax collections in many school districts were low, a serious situation with regard to school operation arose. In some instances schools had a reserve fund that was sufficient to carry them for the spring term; some taxes were also being collected in these same districts. Thus a few schools had more than sufficient money to carry them until the end of June, 1932, while others did not have the money to pay the teacher's January salary. I met the councils of the municipalities, and suggested that their funds for school purposes should be spread out in such a manner as to keep all of the schools in operation. In order to arrive at an equitable basis for the distribution of funds to the schools I got the bank balances of the districts and a statement of all assets and liabilities. This gave the municipalities a fairly comprehensive picture of the situation, and they were able to apportion their funds in such a manner that all schools got enough to carry on with. In many instances, however, the boards were forced to take the spring term grant to pay a part of the salary for the spring term. Under ordinary circumstances this grant would have been used for the fall term salary, hence some schools were mortgaging their fall term money for operation of the spring term. It was felt at that time, however, that prospects were very bright for a good crop, and that this procedure was justified.

"In addition to the above arrangement, I was able on several occasions to get the municipal authorities to advance special sums to schools that were in particular difficulties. Throughout the year I have been in close touch with the municipal councils, and have found them willing to co-operate in every way possible in order that schools may continue to operate.

"For the past four years the eastern half of the Hanna inspectorate has had very little crop. As a result of this many people have left this section of the territory. The people remaining are thinly scattered over a large area, and it is very difficult to give adequate school facilities to all the pupils. In this area a system of joint operation is in effect that is taking care of the majority of school children, but some of them are

forced to go long distances to schools. In a few instances, where distance to school is prohibitive, the pupils are receiving free tuition from the Department Correspondence Branch."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"Of late, in some cases, municipal officials have not been sympathetic towards borrowing for schools, taking the attitude that schools should cease to operate when not self-sustaining through actual income from taxation. In midsummer two municipal districts notified school boards that no further advances could be expected until the liability incurred by municipal borrowing on school fund accounts was discharged. Incoming taxes were accordingly absorbed by the bank, leaving little or no funds for schools. In another case the municipal district was responsible for the circulation of a petition whereby school boards were asked to pledge themselves to cease operation during the months of January and February.

"Arrears of taxes are piling up at an alarming rate. Many parcels of land are reverting to the municipal districts or to the Department of Municipal Affairs. Tax payments from mortgage and large land-holding companies, that in the past were considered a certainty, have fallen away. In some cases lands are assigned to subsidiary companies and immediately become non-revenue bearing.

"Although efforts to enforce collections may indicate an increase in revenue from taxation over 1931, yet so much was absorbed to meet outstanding loans that there was insufficient to enable boards to meet their obligations at the close of the year in many cases."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"At the commencement of the fall term all districts in this territory excepting Lethbridge, were circularized for the purpose of securing data on the financial standing of schools. The following summary will indicate the nature of this survey:

District reporting no arrears of taxes	3
Districts reporting arrears less than current	21
Districts reporting equal arrears and current.....	21
Districts reporting arrears more than double of current	45
Districts reporting bank obligations	30
Districts reporting teacher obligations	24
Districts reporting Government obligations	11
Districts reporting debenture obligations	23

"The three districts reporting no arrears of taxes are the Hutterite colonies south of Magrath. Before the end of the year two more were transferred to this column.

"Strenuous efforts have been made by school officials to collect arrears of taxes. In many cases penalties were eliminated entirely, and substantial discounts were offered on current taxes so that revenue might be secured to meet standing obligations and current operating costs of the school. In many instances these were successful, and districts have reduced their obligations. In the town of Magrath, obligations to the bank were reduced from twenty-two thousand dollars to seven thousand dollars within a period of four months. The other districts have substantially reduced theirs to a nominal amount.

"During the year penalties have been eliminated, and in many cases school officials have accepted payments of taxes at substantial discounts. In conformity with the practice of industrial concerns, I believe it would be beneficial to allow school officials to offer substantial reductions even on tax arrears. In this manner it may be possible to give school districts a fresh start, for after their experience of the last few years, arrears of taxes will not be tolerated, for they did not prove a very substantial asset in producing revenue for operation of schools. This plan does not seem fair to those electors who promptly meet their payments, but I believe they will indirectly benefit more from the total wiping off of arrears of taxes than by being forced year after year to be the few obligated to meet the running expenses of school operation."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"During the year no loans were made to districts, nor were any special grants recommended. No schools have been closed during the year for lack of funds, and there has been a minimum of operation during the months of July and August. It is true, quite a number of schools have had to curtail operation to nine or even to eight months, but such schools in 1932 have been in the minority. In my opinion, the factor most important in securing operation in the drought area is the grant under section 26a of The School Grants Act. The device of paying the largest grant to the districts least able to pay taxes, this method of equalization of the burden of taxation has called forth among the ratepayers their best co-operation and assistance in operating the schools. Looking back over the period during which I have worked in this inspectorate, the last two years have shown an improvement in attitude towards operating the schools and in the period of the year during which the school has been in the habit of closing, which I ascribe to this very change in the payment of the grants."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The following is the operating record for the past two years:

Period of operation.	No. of Dists.	
	1931	1932
10 months	87	90
9 months	10	10
8 months	10	13
7 months	3	1
6 months .....	....	2
5 months	1	....
4 months	5	3
Co-operated with other districts	26	26
Did not operate or co-operate on account of lack of pupils	9	7
Total districts	151	152

"The total number of rooms in operation in 1932 was 164, made up as follows: Room in operation 10 months, 131; 9 months, 10; 8 months, 13; 7 months, 1; 6 months, 3; and 4 months, 6."

INSPECTOR H. C. SWEET, B.A., Foremost.

E—ADVANCED INSTRUCTION

To encourage school boards to offer the advantages of higher education in rural schools a special grant of twenty-five cents per day was inaugurated a few years ago. So well did patrons of the schools take advantage of this provision that the percentage of pupils availing themselves of this privilege in one-room schools is now well over 60 in many inspectorates. The conditions which made this grant desirable at the time of its inception no longer obtain. So thoroughly are ratepayers convinced of the value of advanced instruction that no incentives are necessary to induce pupils to remain at school after passing through the eighth grade. It has been found that a period of depression results in increased attendance in the higher grades of our schools. Boys and girls over school age who would, in an era of prosperity, seek lucrative employment, find it advantageous to spend their spare time in the school-room, while others who are no longer gainfully employed return to make the most of their enforced leisure. In rural areas children who would, under favourable economic conditions, enrol in some town or city high school at a distance from home, find it expedient to continue their studies in the familiar surroundings of

the district school. These and other reasons have brought about a sharp increase in the number of one-room schools offering instruction in grades above the eighth.

The efficacy of this instruction is open to question, depending on the experience and academic qualifications of the teacher, the capacity of the individual school for expansion, and the mental and volitional endowment of the students. Without doubt large number of children are enabled to appropriate a more or less satisfactory type of education which would otherwise be denied them. Moreover, many children of tender years are thereby retained under parental supervision until they are mature enough to proceed to a distant urban centre.

This increased demand for high school facilities in the rural districts strengthens the claim of the rural high for recognition. Reports from the sixteen of these which are in operation are uniformly favourable.

The consolidated schools are doing excellent work. Instruction in the senior rooms in towns, villages, and two-room rural schools continues to be of a high order. During the past year financing in schools of two or more rooms has been a problem. The superior advantages of such schools, coupled with the fact that the grants are higher and fees to other districts saved, have been largely responsible for their continued operation in the face of discouragement. There is widespread desire to provide the best education and accommodation available, and not without a struggle will the privilege of advanced instruction be relinquished.

"On account of the restricted finances of both district and parents, making it impossible to send children to high school centres, more ungraded schools are giving instruction in grades above the eighth. As a general rule, I do not encourage this practice, as it is to the detriment of everyone concerned, but under present circumstances some leniency must be shown. The number of units taken in Grade IX is usually limited to five or six. Most of the instruction given is through the assignment method, and what actual teaching there is, is often done after school hours. This system is far from ideal, but little better can be done under the circumstances. Grade IX was taught in 24 ungraded schools, Grade X in 3, Grade XI in 2, and Grades IX and X in 3. The last two groups were exceptional cases."

INSPECTOR J. L. GIBault, B.A., St. Paul.

"It must be granted that it is very difficult for an inspector to refuse a child the privilege of advanced education, many ratepayers saying that the Department is denying them the right of education. In these times of stress and difficulty of making a living it is necessary to make some allowance and permit the advanced instruction to a degree depending on conditions of enrolment, certification of teacher, number of grades represented, attitude of pupils, grading of teacher. I must say that I have never given whole-hearted authorization to the work of the high school in the ungraded school. Where the work is carried on, I find that teachers skim over junior lessons, do not plan for seat work sufficiently in the junior grades, the lesson matter is not sufficiently mastered in both senior and junior divisions, and lessons become periods of assigning rather than developmental teaching, all of which is very adverse to the system of allowing this high school instruction.

"Two rooms are not sufficient for the proper handling of Grades I to XI. Heavy enrolment in the junior section makes the division at Grades IV, V or VI, and the senior teacher has to handle Grades IV-XI, or

V-XI, or VI-XI or VII to XI, any of which are totally unworkable. The result is that the pupils suffer in lack of progress and the teacher suffers from overwork and strain. A third room would enable such districts to handle Grade XI easily and efficiently instead of the present overburdened and unbalanced scheme prevailing. Trustees frown on the proposal of a third room in these times, especially because of the small increase in grant in expanding from a two-room to a three-room system. I discourage the teaching of Grade XI as much as possible in the two-room school, since it often happens that a teacher handling Grade XI has only a second class certificate and is teaching to the limit of her ability, which is not sound. Again, there is no equipment in the two-room schools for the proper teaching of chemistry, physics and general science."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"Out of a total of ninety-five ungraded schools operating, forty-four gave instruction in high school work. Of these thirty-two gave instruction in Grade IX, ten gave instruction in Grade X, and two gave it in both IX and X. Thirty-one of these schools had less than eight public school grades; and thirty-three had enrolments below twenty-five. There are seventy-three pupils taking Grade IX and twenty taking Grade X in these schools, an average of less than two pupils per school. Thirty-four teachers in the ungraded schools doing secondary work hold second class certificates, and ten hold first class certificates. Nine of the first class, and fourteen of the second class teachers are without previous experience. The lowest salary paid to any of these teachers is \$650, the highest is \$1,350, and the average is \$851."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"The two-room school continues to offer a type of service which is much needed in the rural community. Many pupils now have available a school in which they can get advanced instruction without having to go to the expense of living in one of the villages or going to the city. The financial position of many of the parents is such that, if advanced instruction were not available near home, the young people would have to stop school at the end of Grade VIII. Owing to the fact probably that employment is not available, more young people are taking advantage of advanced instruction than was formerly the case. The following table shows the number of pupils in each of the higher grades in these schools:

	Grade IX	Grade X	Grade XI
1931	112	66	6
1932	139	87	22

"From one point of view it is regrettable that such a large number of pupils are attempting to do Grade XI work in the two-room school. Most of these schools are in areas where the language out of school is entirely Ukrainian. The pupils never get an opportunity to learn the English language thoroughly. They also need to experience another kind of life than that in the country before being taken for training in the teaching profession, which is the aim of a great many of them. In my opinion, it would be wise to give the inspector of schools definite authority to state whether or not Grade XI work should be offered in any school before that school might begin the work of that grade."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The number of ungraded schools which offer guidance in the subjects of the first year of the high school course increases each year, and during 1932 written authorization to carry on this extended service was granted to thirty-one schools. Invariably instructions are issued to the teacher that the teaching time to be devoted to this advanced work during the regular teaching hours must not exceed thirty minutes in two fifteen-minute periods, or three of ten minutes each. All other assignments or assistance with difficulties should be conducted outside the teaching hours. These restrictions are prompted by a desire to safeguard

the interests of the mass of the school population in the public school grades.

"High school work is conducted in the twenty-five two-room schools of the inspectorate. This organization was originally intended to extend the scope of the teaching to Grade X with the first five grades of the public school in the junior department and the five upper grades in the other. However, development in this field has created a demand for extension of the high school service, and many of these graded units have enrolled Grade XI. It is doubtful if the imposition of this extra grade on the senior department is in the interests of efficiency in the school as a whole. If emphasis is given one end of the service, it is simply at the expense of thoroughness in the other branches."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"Instruction in high school work in a one-room school is of doubtful value. I am inclined to believe that preparation of a sketchy type is a severe handicap when a child moves to a graded school. Nevertheless, a fairly satisfactory record is being made, and certainly independence and initiative are encouraged in a system allowing a maximum of ten minutes per day of unspecialized instruction in each unit.

"I have not found it expedient to refuse authorization wherever school boards have asked for the privilege, even when enrolment is high. So many pupils would otherwise be cut off from further study that I have contented myself with pointing out to the boards that in a large school, instruction can at best be but incidental and directive, and as a result it takes the average child from four to six years to complete the twenty-one units. Subjects requiring a great deal of teaching time, such as geometry or a language, have to be postponed, and where two high school grades are attempted such combination of units must be chosen as will fill the needs of the greatest number. If under these conditions boards still wish the instruction offered and feel that it will not be prejudicial to the interests of Grades I to VIII, I make no further objection."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"In my opinion a comprehensive review of experience in trying to teach secondary school work in the one-room rural school should be undertaken at a conference of inspectors at the earliest convenient date. There is too much involved in this venture to drift along too far. Should not the courses of teacher-training in Normal schools be revised to provide more preparation of teachers-in-training specifically for this phase of teaching in the rural school? Should we not now be able to restrict the teaching of secondary school work in rural schools to teachers with first class certificates and to those with second class certificates, provided they have three successive ratings of 'Very Good' or 'Excellent'? Would it not be feasible to rate certain rural schools as 'accredited rural schools for the teaching of secondary school work,' on a sufficient basis of favourable conditions, and limit to these schools the teaching of secondary work in the rural school? Would it not be possible to require now that in all two, three or four-room schools the teacher in the senior room where high school work is taught exclusively be a university graduate or a teacher holding a first class certificate with at least three successive ratings of 'Very Good' or 'Excellent'?"

INSPECTOR W. E. HAY, B.Paed., Stettler.

"In ungraded schools, previous to the past few years, it was to be observed that there was no pronounced desire upon the part of pupils to go to school after they were fifteen years of age or after they had passed Grade VIII. The number taking the more advanced work was small. An effort was made to encourage pupils to go to school after they were beyond the age of compulsion and during that part of the year when they could do little work and could very profitably spend their time in the class room, but such efforts met with little response. At

present a very marked change is to be seen, as there is a very pronounced tendency to proceed beyond the public school course and beyond the compulsory age of fifteen. This has come unheralded, and should be considered as the most pronounced sign of advancement in our school progress, and should be encouraged."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The number of ungraded schools giving instruction in grades above the eighth has increased greatly within the last few years. Out of one hundred and twenty-four rural districts 60% received authorization for the higher work.

"The quality of the work done varies greatly as in former years. In a great many schools the teachers did good work, and in others it was hardly worth the effort. On the whole, however, I believe the increased demand for the higher work indicates a healthy attitude towards education. Where previously the boys and girls of 'teen' age were looking forward to leaving school at the end of the eighth grade, they now look forward to their high school work."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"The demand for high school instruction in rural schools is continually growing. Comparatively, in the inspectorate this does not seriously affect the work in the elementary grades, since rural schools are on the whole not overcrowded.

"The day when the 25c per day additional grant was instituted in order to encourage high school work in a rural school is gone, and I am of the opinion that this grant, which no longer serves the intended purpose, could be withdrawn, or utilized in some other manner.

"The unit system of achieving high school standing lends itself to rural school organization of high school work, since grouping of grades in high school is carried on whenever practical.

"The interests of the school as a whole are considered in the authorization of high school work."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

"Advanced instruction in ungraded schools continues to increase. I do not think that this type of work is very popular with the trustees as a whole, but necessity dictates, rather than the desire for the undertaking of such work.

"The inability to pay fees to the regular high schools is becoming more of a burden, and has increased the number of such pupils in the public schools. The teachers assume this type of work willingly, and are to be commended on their efforts to give such pupils the best within their power. Science suffers, but in some cases crude apparatus is in use.

"The work done in consolidated schools is of a very good type. Such organizations enable a large school population to obtain facilities impossible of attainment under the older system. The equipment is up to a good standard, and instruction given is almost invariably of a high order.

"The work of our town and village schools continues to be above the average. In four units, music is being taught under the direction of well-trained, special instructors.

"This year Turner Valley school district started a Commercial High School course, together with a night school. Both courses are working out well, and the students show much enthusiasm.

"Districts competing at the Calgary Musical Festival were very successful. As an example, Turner Valley School District obtained six first prizes, five seconds, a shield for the highest marks of the day, and a cup for the highest marks in Grades III and IV public school choruses.

"I find in all of these schools much more attention being given to the child as an individual. All factors which combine towards enhancing both the physical and psychological are receiving much better attention.

"Here and in the rural areas I find a much greater number of children attending school at the age of five years. If the downward trend continues, courses in kindergarten work will be imperative as part of the regular Normal school instruction.

"The grade age of pupils in these schools is improving, and very few definite retards are noted."

INSPECTOR X. P. CRISPO, M.A., High River.

"This whole question of advanced instruction is becoming very acute, especially in the rural areas. As high school grades in the ungraded school usually requires at least some overtime teaching, an unfair demand is often made upon the teacher's time and energy. Too frequently parents are very unreasonable in their demands for provision for advanced grades, and either cannot or will not see the injurious effects that the addition of an advanced grade may have upon the younger pupils.

H—EVIDENCES OF PROGRESS AND PROSPECTS FOR 1933

Compensating factors arising from the difficult conditions that have prevailed for the past three years are proving the economic crisis to be not an unmixed evil. Lessons in economy have been learned from a hard taskmaster, better values sought in material and spiritual things, closer relationships established between home, community and school.

There are certain particulars in which substantial progress was in evidence during the past year in spite of set-backs. Briefly, these are:

- (1) A general tendency to extend the period of operation.
- (2) An improved percentage of attendance.
- (3) An increased demand everywhere for advanced instruction.
- (4) A distinct improvement in the quality of the instruction afforded.
- (5) Better teaching conditions, more permanency of tenure, improvement in the academic and professional qualifications of teachers.
- (6) Greater emphasis on health and the physical well-being of the children.

These features, together with prospects for the coming year, are discussed in the following excerpts:

"Expenditures have been studied as never before. This has undoubtedly helped certain districts very materially. Leaks have been found and stopped; the useless has been often eliminated.

"Eight districts have been organized.

"The outlook is not altogether cheerless. There will almost surely be an accounting in many districts that are badly involved, and the year should tend to bring some order out of the chaos. A negative sort of benefit may be theirs. Many districts should continue to strengthen their financial positions. The nature and necessity of sound business management is being increasingly appreciated. Yet it must be remembered that with the accumulation of debts and taxes the people face a grave situation. Further curtailment of education will undoubtedly be necessary."

INSPECTOR D. J. W. OKE, M.A., Grande Prairie.

"Despite the times there has been progress; progress in the face of many difficulties. New districts have arisen and new schools have been built. During the three-year period of the depression the inspectorate has grown from seventy-four units at the commencement of 1930 to one hundred and eighteen today. Thus school privileges have been given to

many homesteading localities, to the children of the pioneers. Homesteaders have learned that school buildings can and must be provided through the spirit of voluntary co-operation in their construction. They have learned a lesson in economy not soon to be forgotten, and the result has been the erection of buildings in keeping with the resources of the pioneer. The debenture scheme of gaining school accommodation has fallen with the fall of the debenture market. Mortgaging the future to finance the present was never meant for the pioneer, and it is unfortunate that some could not have learned this sooner. A few years ago optimism got the better of reason with too many boards; expensive schools were built and management was undertaken on the credit plan. I have but little hope for these cases. But in the other cases where expenditures have been limited to the funds available, a measure of success is being obtained. Terms of operation are sometimes shorter than is desirable for best results in teaching and salaries are low; yet one important factor must be noted: the balancing of accounts has not been impossible. And when the depression does end, progress in these districts will be rapid.

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"The operating of nine new districts during the year indicates the determination of the pioneers to provide for the education of their children. One rural district has added a second room to its plant and is providing high school work."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"In spite of continued adverse conditions educational progress continued and, if it was slower, as may be expected, it was none the less real and sound as the following facts will show. Three new districts were organized. Seven additional rooms were placed in operation and seven new buildings erected. Two districts added a third room and one a sixth devoted exclusively to high school purposes. The enrolment in grades above the eighth was noticeably increased. Operation was extended in a few districts and sustained in the others. The Teachers' Convention was the most successful ever held here. A school festival was organized. The school fairs were better in every way. There was more permanency of teachers in their positions. Their academic standing and professional qualifications were improved. A better standard of work was obtained. There was no retrogression except in the matter of teachers' salaries."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"The outstanding evidences of progress in this inspectorate is the yearly operation of all schools without any urging from outside. There is a steady increase in the number of pupils doing high school work."

"The outlook for 1933 is encouraging. No school has signified any intention of attempting to shorten the period of operation. There is a large surplus of qualified teachers, and only two or three districts are changing teachers for the new year."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Despite the ominous financial outlook, which confronted the people of the Province during the past year, it is a matter of deep gratification to be able to record that there has been no retrenchment in educational service, and in some instances the existing facilities have been increased. One town and a village graded school increased the accommodation by a room each. An ungraded school was transformed into a two-room organization, and instruction to the first and second year of the high school course initiated. Regularity of operation has been maintained, and the attendance has compared most favourably with that of other years. While there has been a paring of salary schedules, when viewed in relation to the diminished tax revenues in farming communities, the prevailing scales of remuneration indicate generous treatment of the teaching body by the district administrations. Without exception, every unit in the

inspectorate will pledge its credit to the fullest extent to conserve the educational interests of its school population during this critical period."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"Economic conditions are undoubtedly more deplorable than they were a year ago, and there is grave anxiety as to what the future may bring forth. Strangely the outlook appears brighter in spite of the stress of the times. School boards are seriously looking for a way out of their difficulties, and it is evident that strenuous objection will be offered to closing of schools or curtailing drastically educational services. Prospects for operation are not as good as they were a year ago, but there is less serious talk of closing the schools, and a manifest appreciation of the fact that whatever hardships may be in store for adults the training of the young must continue. It may be that for a time teachers will have to revert to pioneer days, and board around among the patrons. Undoubtedly we have but touched on the devices that are still possible in order to keep schools running. Buildings, though in many cases inadequate, are still serviceable. Wood is plentiful. The supply of teachers is much greater than the demand, and the capacity of the children is inexhaustible. Under these circumstances it is inconceivable to me that education should suffer in so far as fundamentals are concerned. I must admit that whatever the future may bring forth in an economic way, I am an incurable optimist with regard to the schools. I believe they will "every day and in every way become better and better."

INSPECTOR D. M. SULLIVAN, Camrose.

"To date no municipality and no school district in this division has declared its inability to finance operation for the June term, 1933. Few school districts have any cash reserve, especially in municipalities which were unable to meet the full requisition for 1932. However, the writer feels that even in the face of present conditions and indications, continuous operation of most of the schools at any rate in the inspectorate will be possible until June 30, 1933."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"The full time Health Unit located at Red Deer is now in its second year, and the results of its work are becoming noticeable throughout the area which it covers. I have found the officials of the unit very ready to help in any work where the unit and the inspector might co-operate."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"The chances are that all the schools of this inspectorate will be in operation throughout the year, and with things going along about the same as in other years. No great improvements can be looked for, but there will be very little falling back."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"A questionnaire distributed throughout the countryside would undoubtedly lead to the conclusion that the outlook for 1933 is a pessimistic one. The year 1932 has been an unprecedented year in our economic history, but it has taught one lesson at least, and that is that individuals and groups of individuals such as school boards and councils can administer finances without waste, and circumspection in financial matters must be the watchword in 1933.

"It will probably be necessary to curtail on all but the fundamental essentials pertaining to our schools, but I am convinced that not only can this be done without undue privation, but also that it will be done, that the education of our children will not suffer."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

"A decided improvement in the general attention given to hygienic factors marked the year 1932. This in the main was due to the excellent work of the High River Health Clinic. This institution, by giving attention to both the pre-school and the school child, has done work which cannot be valued too highly.

"The spread of interest in the school by parents is worthy of note. Additional branches of the Parent Teachers' associations were formed. This society, along with junior societies such as the Red Cross, have done much for the schools. The introduction of teachers' reading clubs this year shows a growing interest on the part of teachers. At these meetings methods are discussed, readings of the latest materials on each subject are undertaken, and discussions of the underlying psychological principles involved follow. The present enthusiasm points to much good, and shows a desire for growth.

"Attendance at summer schools this year was, I think, a record as far as this division is concerned. Music and art have been more generally stressed, and results show promise.

"School property has been very materially improved during the year. Many old buildings have been remodelled and interiors redecorated. Heating apparatus has been replaced and light conditions improved.

"In some cases new schools are needed, but this is not within the scope of finances, and has not been urged. The trustees have co-operated in a gratifying manner, and are to be commended."

INSPECTOR X. P. CRISPO, M.A., High River.

"The trend of times has, I believe, brought a closer and better relationship between the home, the community and the school. The school is increasingly becoming the centre of community life. This has been evidenced by the many forms of entertainment and activity that has centered upon the school during the year, in which parents and teachers have combined to supply a social need. The number of competitive activities between school districts have also been quite numerous.

"If out of the present apparent difficulties there comes an improved effort towards systematic tax payments and collections, it is impossible that the ultimate results may in part make amends for the marking time of educational progress at the present time.

"The outlook for 1933 is one of uncertainty. Already a number of boards have taken steps to curtail operation during 1933. In a number of cases boards are determined to carry on until the close of the spring term in order that the children may receive the advantage of promotion. Funds from 1932 collections have been so absorbed in meeting outstanding loans that there is, in many districts, little hope of meeting current obligations incurred by the operation of schools.

"Larger grants, due to lower assessed valuations combined with better crop conditions in some areas, have generally placed the southern division of the inspectorate in better financial position than exists in the northern division.

"Although prospects of better prices and of a good yield might to some extent alter the situation, it is difficult to see just how a number of the districts are going to function beyond midsummer in face of the debts that have already been contracted."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"While all the schools in this inspectorate operated almost full time in 1932, many of them did so by mortgaging the future, and it is difficult to avoid the conclusion that many of them are soon going to reach the point where it will be absurd for them to go on piling up liabilities. In some collecting rural districts, the arrears of taxes have reached as much as five to six thousand dollars, and the outstanding liabilities from one thousand to four thousand dollars. I have one rural district where the arrears amount to eight thousand, and the liabilities to eighty-five hundred. Of that amount about twenty-five hundred con-

sists of teachers' salaries. In most of those districts they have been behind with salaries for from one to two years.

"Most of the schools will likely endeavour to keep going until the end of next June, but unless the price of farm produce rises and business generally shows greater activity before that time, a great many rural districts will, by then, be completely at the end of their resources, and will feel unable to open in the autumn. At least, the demand for much shortened terms of operation will be very widespread."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"During the year no school was closed on account of lack of funds. One school closed at midsummer, but in this case the supply of children was exhausted, the last two being graduated from eight in June. One other school reopened this spring after being closed for five years; the number of children of school age had increased until this step was necessary.

"The outlook for 1933 is not attractive. Any prognostication one would make would be open to question. Ratepayers in many districts have ceased to pay taxes, hoping for a taxless future; prices for all products raised in this area have fallen so low that it is impossible to pay running expenses on most farms; in most districts the funds are totally exhausted, and there is no source from which even temporary relief may be obtained. On the other hand, operating expenses have decreased; there is no scarcity of teachers, hence there is no boom in salaries; teachers' salaries have been reduced, it is true, but so have their living expenses. Providing there are now downward revision of the grants, the schools will function probably almost as well as in previous years. It is almost certain that the schools will give as good service as was given in the time when trained teachers were difficult to obtain and schools had to rely on teachers with permits."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"Through the year just completed it has been evident that public sentiment is determinedly in favour of the maintenance of the regular standards of service of the schools, even in times of economic stress. In these features of the past year's record of achievement under difficult circumstances, there is to be found a basis for encouragement as to the way in which the problems of the year now beginning will be met."

INSPECTOR H. C. SWEET, B.A., Foremost.

The conclusion is inescapable that in many phases of educational endeavour there has been pronounced advancement during the past year. It is equally clear that during the coming year progress will be steady, if unspectacular. It is probable that temporary reductions will have to be made in some phases of the educational service, but though progress may be at a slower rate than formerly, the prospects for continued advancement afford some ground for optimism.

REPORT OF ATTENDANCE BRANCH

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE

During the year 1932 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 2,179. In 1,703 cases children returned to school following

these letters. In 67 cases children had removed from the district. In 11 cases sickness was the cause of absence, while in 22 cases the children were either over age or under age. In 3 cases the schools were closed, thus making it impossible for the children to return. In 4 cases the children were exempted for work, and in 21 cases poverty was the cause of absence. One hundred and eighty-five cases required further attention, and in 163 cases reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 757. In 554 cases the children returned to school within the time limit specified. In 10 cases the children had removed from the district. In 3 cases the children were sick and unable to return within the time limit. In 9 cases the children were either over or under the compulsory attendance age, in 4 cases certificates of exemption had been granted for work at home, and in 12 cases absence was due to poverty. Ninety-three cases are still under observation, and in 72 additional cases reports had not been received.

There were 204 cases referred to school inspectors for investigation and prosecution. After investigation, 10 prosecutions were instituted, resulting in 8 convictions and 2 dismissals. The inspectors' reports following their investigations showed that sickness, poverty and distance caused the absence of children in 26 cases, while 2 children had removed from the district in which they had been enrolled. In 84 cases up to December 31st, 1932, the inspectors' final reports had not been received.

In the city and town schools The Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 279 final warning notices issued by the attendance officers, resulting in 39 prosecutions and 39 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 19.

The average monthly percentage of attendance for the year ended June 30th, 1932, was 90.02. The average monthly percentage of attendance in town schools during the year for the months actually operated was 93.1, in the preceding year it was 92.5, while town, village and rural schools show that of the pupils enrolled, 72.5 attended over 160 days, an increase of 2% over the previous year.

The number of pupils enrolled in all grades during the year ended June 30th, 1932, was 170,795, while for the preceding year it was 168,730, an increase of 2.065. In 1931 the percentages are shown to have been 85.62 in the elementary grades and 14.38 in the secondary grades, while for 1932 the percentage in the elementary grades is given as 83.47 and in the secondary grades 16.53.

OPERATION

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their educa-

tion in one or more adjoining schools. Agreements for joint operation were made and approved to provide for the education of the children of 205 school districts. This record reveals an increase of 28 over the previous year.

In 33 school districts there were no children to be provided for and no liabilities to be met. Consequently those districts have been during the year under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 35 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. In 1 district there was but one child of school age, in 1 there were only two children, in 2 districts each three children, in 1 district four children, in 5 districts each five children, and in 4 districts each six children of school age. In these 14 districts, comprising 62 pupils, no arrangements were made for operating schools or for joint operation. In some cases the children attended other schools, and in others the parents received assistance through the correspondence course provided by the Department.

Thirty-three new school districts were erected during the year, 9 of which operated schools before the end of the year, and 2 others operated jointly with other districts.

The following table will indicate the progress that has been made during the year ended June 30th, 1932:

	1931	1932
Total enrolment of pupils	168,730	170,795
No. of School Districts operating	3,346	3,395
No. of rooms operating	5,624	5,729
Warning Notices issued (in other than town districts)....	1,195	757
Prosecutions	24	10
Convictions	22	8
Average monthly percentage of attendance	89.99	90.02
Percentage of total enrolment in High School Grades.....	14.38	16.53
Percentage of schools in operation which operated more than 160 days	96.3	96.7

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

The outstanding feature of the report of the School-Book Branch for 1932 is the marked decline in the demand for books. As will be seen from an examination of the comparative statement given below the volume of business in books for the elementary grades was decreased practically one-third. In spite of the fact that enrolment in the secondary schools shows a considerable increase over last year, the sale of books has been appreciably less. Scarcity of money for school book purchases has resulted in the development of a second-hand book business of considerable proportions. Through the resale of these used books two ends are served. The purchaser saves a considerable amount on his equipment for his year's work and the seller accumulates a certain amount of cash with which to begin the purchase of his own requirements. While this practice has undoubtedly reduced our sales, and in turn the output of the manufacturers, it must be admitted that the life of the books is prolonged, the needs of the pupils are met, and a considerable saving

in cash outlay results to the parents. It is estimated that more than twenty per cent. of all books being used by public and high school pupils this year are used copies.

Our purchases of texts for the year totalled 159,530 volumes, the actual number in the case of each title being based on the number sold during the preceding year. The purchase price amounted to \$81,527.81, as compared with our outlay of \$130,159.93 the year before. The actual distribution of these books is made through dealers and school boards. There are approximately three hundred dealers to whom we supply text-books for re-sale. The number of school boards buying books direct from us reached one thousand. These officials purchase their books at the same rate as the retailers, attend to the distribution themselves and pass the saving along to the pupils.

Below is given a comparative statement of sales for 1932 and 1931:

		ELEMENTARY GRADES			
		Volumes.		Value.	
	1932	1931	1932	1931	
IV	22,494	34,533	\$ 8,072.85	\$ 10,284.95	
V	24,735	36,939	11,619.05	15,151.05	
VI	7,508	11,333	8,755.85	12,571.30	
VII	25,524	34,147	14,284.40	21,565.55	
VIII	3,176	3,794	1,527.55	1,865.20	
Reference books, Grades I-VIII....	1,489	2,949	1,205.90	2,453.50	
		SECONDARY GRADES			
IX	49,436	50,859	40,530.00	35,589.95	
X	25,002	23,121	18,741.51	18,704.50	
XI	23,492	24,792	13,847.30	15,018.50	
XII	20,497	15,801	20,597.05	15,701.40	
Dictionaries:					
English, French, German	4,636	7,707	2,214.35	3,413.30	
	207,989	250,975	\$141,395.81	\$152,319.20	

The School Grants Act provides for the payment of a grant for school library purposes during the first six years of operation and in lieu of this grant, this Branch has supplied books amounting in value to \$6,065.92, participated in by 308 school districts.

Business to a total value of \$141,592.33 was transacted by this Branch during the year. This, of course, does not include the value of the Readers distributed free.

The following table gives the numbers of readers distributed by this Branch during the year:

Book I	18,516	Book IV	17,046
Book II	17,120	Book V (Grades V and VI)	19,379
Book III	17,095		

In all, 90,000 of these volumes were distributed to children of the Province enrolled in the first six grades.

REPORT OF DEBENTURE BRANCH

(A. SCOFFIELD, *Manager*)

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1932

Authorized by the Board of Public Utility Commissioners:			
New Issues		\$22,100.00	
Refunding Issues		41,615.00	
Total.....			\$ 63,715.00

DEPARTMENT OF EDUCATION

Registered in the Department of Education, 19 issues, including 7 re-funding issues \$206,215.00

Rural, Village and Village Assessment Purposes taken delivery of in 1932 \$ 20,850.00
 City Debentures 159,965.00
 Refunding Debentures 41,615.00
 Total Debentures delivered in 1932..... \$222,430.00

BOND SALES

Rural issues \$ 20,850.00
 City issues, sold direct by districts 140,000.00
 Refunding issues, arranged by the Board of Public Utility Commissioners 41,615.00
 Total of Debentures placed in 1932..... \$202,465.00

AVERAGE RATE AT WHICH DEBENTURES SOLD

City and Town issues 6.32 %
 Rural issues 7.82 %
 Refunding issues 6.84 %
 All issues 7.02 %

REPORT OF BUILDINGS BRANCH

(H. KINGHAM, *Building Supervisor*)

Projects for new school buildings, alterations, additions and repairs to old school buildings, barns, residences, etc., in rural, village and town school districts, approved during 1932:

STANDARD DEPARTMENTAL PLANS

	Quantity.	Cost.	Aver. Cost.
Schools erected by voluntary effort, with, in many cases, a special grant of \$200:			
Log Plans	34	.....	.....
SN-1—Special low-cost frame design.....	1	.....	.....
SE-3—Special low-cost frame design.....	2	.....	.....
SS-7—Special low-cost frame design.....	2	.....	.....
Barns	3	.....	.....
Repairs	2	.....	.....
Schools erected by voluntary effort with small capital expenditure:			
Log Plans	3	\$ 825.65	\$ 275.21
SE-3—Special low-cost frame design.....	1	600.00	600.00
SW-5—Special low-cost frame design.....	1	400.00	400.00
CS-9—Frame, siding finish	1	630.00	630.00
Barns	1	87.00	87.00
Residences	2	517.45	258.72
Schools erected by regular contract:			
SN-1—Special low-cost frame design.....	1	\$1,218.00	\$1,218.00
SE-3—Special low-cost frame design.....	1	1,340.00	1,340.00
SW-5—Special low-cost frame design.....	1	1,435.00	1,435.00
SS-7—Special low-cost frame design.....	1	1,100.00	1,100.00
BW-14—Frame, stucco finish	1	2,633.00	2,633.00
CW-17—Frame, siding finish	1	1,541.00	1,541.00
CW-18—Frame, stucco finish	2	4,763.00	2,381.50
CW-19—Frame, siding finish	1	1,292.00	1,292.00
SPECIAL PLANS PREPARED IN DEPARTMENT			
Erected partly by voluntary effort:			
One-room, frame, non-basement	2	\$1,071.00	\$ 535.50
One-room, frame, full basement	1	1,500.00	1,500.00
Two-room, frame, non-basement	2	2,775.00	1,387.50
Additions and alterations	9	6,457.25	717.47
Erected by regular contract:			
One-room, frame, non-basement	3	\$4,383.00	\$1,461.00
Two-room, frame, non-basement	2	4,445.00	2,222.50
Repairs	10	2,544.10	254.41
Schools erected from plans prepared outside the Department:			
Two-room, stucco, non-basement	1	\$ 2,930.00	\$2,930.00
Two-room, stucco, full basement	3	14,760.00	4,920.00

SUMMARY

Schools destroyed by fire	19	
Schools built by voluntary effort, including barns	44	
Built partly by voluntary effort	11	\$ 7,801.65
One-room schools, built by regular contract.....	12	19,705.00
Two-room schools, built by regular contract.....	6	22,135.00
Additions and alterations	9	6,457.25
Repairs and renovations	12	2,544.10
Residences and barns	6	604.45
Totals.....	56	\$59,247.45

REPORT OF DIRECTOR OF TECHNICAL EDUCATION
AND PRINCIPAL OF PROVINCIAL INSTITUTE
OF TECHNOLOGY AND ART

(W. G. CARPENTER)

An outstanding feature of the year's work has been the complete revision of the programmes of studies for the technical high schools, the prevocational schools, as well as courses in elementary manual arts and elementary household economics. Conferences, attended by practically every teacher in the technical schools and the manual arts and household economics departments, were held, one in Edmonton in 1931, and one in Calgary during Easter week. Hours of time were devoted to the study of the details of these courses. I would like to commend the sacrificial spirit exhibited by these teachers, who gave of their time and means so freely and without remuneration to this work. These programmes are now in semi-permanent form, in which they will remain without much revision for some time. There is still some work to be done with the prevocational outlines.

The detailed examination and inspection of the technical high schools was continued during the year. There is a great deal of time and work involved in this examination, but in view of its newness and of the desire to give it an opportunity to demonstrate its training value and its worth compared with the subjects in the regular academic schools, which have become standardized, this effort has been considered worth while. That students are not allowed standings without attainments, the results of the Departmental examinations in June, 1932, show clearly, inasmuch as 74.21% of the candidates taking Departmental examinations from the technical high schools were successful as against 82.60% in the commercial and 71.31% in the academic.

A teacher-training class for manual arts teachers was held during the year at the Institute, and as a result eight teachers received certificates to teach this subject in the Province. Four of these teachers secured appointments, one in Calgary and three in Edmonton. It is gratifying to note that the school boards recognized this training and gave them appointments which in the ordinary course of events would have been taken by teachers outside Alberta.

It is interesting to note that in rural districts the desire to incorporate manual subjects into the programme of studies is increasing. Iron Springs, Coaldale and North Bank school districts are offering programmes supplementing the regular public school course in studies. It seems that the time is rapidly approaching when it will be necessary to draft a definite outline of studies differing from that used in the urban centres and more adaptable to rural conditions. Other school districts are interested, and it seems that this field offers a promising prospect for development. In Edmonton there is a desire on the part of the school board to increase the facilities for such training for junior students in the high schools and seniors in the elementary schools. It would appear that there is in process of development a type of school that might

resemble a junior technical high school. I feel that this trend should receive sympathetic and helpful support.

The tables below detail the attendance in the technical day and evening classes in the Province:

SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN DAY VOCATIONAL CLASSES FOR PERIOD JULY 1, 1931, TO JUNE, 30, 1932

TABLE I.

Municipality and School	Full-time Classes	Number of Indi- viduals Enrolled		Teachers Total	Student Hours
	Total Enrolment	Male	Female		
Calgary S.D. No. 19:					
Prevocational	238	123	115	11	220,327
Technical High	368	281	87	19	440,249
Commercial High	509	123	386	13	379,042.5
Edmonton S.D. No. 7:					
Garneau Commercial	250	66	184	6	196,340
McDougall Commercial	502	125	377	11	316,591.08
Technical High	446	342	104	19	222,076.3
Edmonton R.C.S.D. No. 7:					
Separate Commercial	79	28	51	2	61,787.5
Lethbridge S.D. No. 51:					
Commercial	192	70	122	8	160,217.1
Institute Tech. and Art:					
Industrial	638	557	81	37	315,010
Correspondence	180	180	....	4	.....
Edson S.D. No. 2298:					
Commercial	25	8	17	1	9,949.5
New Vegreville, S.D. No. 1480:					
Commercial	25	12	13	1	19,334.25
Totals.....	3452	1815	1537	132	2,340,924.23

This table indicates an increase in enrolment over that of the previous year in every day school department throughout the Province. In the Technical High School in Calgary the increase is as 465 to 606, or a net gain of 141, or 30.3 per cent. In the Commercial Department the gain is as 401 to 509, an increase of 108, or 24.4 per cent. This would have been considerably larger if Calgary had been able to accommodate all who applied. In Edmonton the Technical School has increased its enrolment from 340 to 446, an increase of 106, or 31.1 per cent. The Commercial departments in Edmonton, including the Separate School, has increased from 695 to 831, a gain of 136, or 19.5 per cent. In Lethbridge there has been the greatest gain, where the Commercial classes increased from 112 to 192, a gain of 80, or 71.3 per cent. The Institute of Technology also registered a slight gain. New Commercial classes were opened in September, 1931, in Vegreville and in Edson. In September, 1932, a new Commercial class was opened in Turner Valley. There is a growing recognition that the education received in a good commercial department is more than narrowly vocational, and is useful and worth-while as a preparation for any vocation. The total increase in all departments in the Province represents a gain of 529, or 18.7 per cent. The total gain in student hours' service is 176,032. There were 22 more teachers employed in 1932 than were employed in 1931.

SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN EVENING VOCATIONAL SCHOOLS FOR PERIOD JULY 1, 1931, TO JUNE 30, 1932

TABLE II.

Municipality or School	Enrol- ment, all Classes	Number of Individuals Enrolled		Total Student Hours	No. of Classes	Total Teachers
		Male	Female			
Edmonton S.D. No. 7	364	195	169	17,018.4	33	29
Calgary S.D. No. 19	569	260	309	22,459	37	19
Medicine Hat S.D. No. 76	66	17	49	3,740	3	4
Rosedale S.D. No. 3751	14	14	....	406	1	1
Mountain Park S.D. No. 3334	12	12	....	682	1	1
Cadomin S.D. No. 3896	14	14	....	630	1	1
Blairmore S.D. No. 628	15	15	....	2,074	1	1
Bellevue S.D. No. 1336	47	35	12	2,106	3	3
Provincial Institute of Technology and Art	219	219	30	10,848	11	13
Totals	1320	781	569	59,963.4	91	72

The record in evening class work is not nearly as good as is that in the day classes. A number of persons who would have received assistance in an evening programme have been able to attend day classes. To secure service in an evening class it has been necessary to pay a fee. The shortage of money has materially affected attendance in these classes. Because of a curtailment in the provincial vote for technical education, it has been necessary to practically eliminate the evening class programme at the Institute. These classes have enjoyed a large popularity in the past, and the loss of this service has been greatly regretted.

For financial reasons considerable reorganization has been made in the services of the Institute. The lull in the industrial life of the Province has so reduced the demand for steam engineers that it was no longer necessary to retain two instructors. The same condition similarly affected the service in the coal-mining department. As a result, two men are charged respectively with the responsibility of carrying these two departments, and even then they have considerable time for extra services in the general work of the institution. During the year the home study course for the second class steam engineers' examinations was completely revised and re-written. Where in 1929-30 there was an enrolment of 390 in the tractor and farm mechanics' classes, in 1931-32 it reached only 39. Because of this falling off in attendance no students have been enrolled in the farm courses for the year 1932-33. The slump, as it affected the railroads, reduced their employing power to take on assistant agents to the vanishing point. Because of this the Railway Station Agents course was eliminated. Notwithstanding these reductions, the total teaching service of the Institute promises to make a record for the current year. The following table gives the details of the enrolment at the Institute of Technology and Art:

DEPARTMENT OF EDUCATION

ENROLMENT OF INSTITUTE OF TECHNOLOGY AND ART

TABLE III.

	Day.	Evening.	Correspondence.	Total.
Aeronautics	26	13	....	39
Art	44	68	....	112
Auto Mechanics	92	....	....	92
Automotive Electricity	10	21	....	31
Chemistry (Special)	2	....	....	2
Drafting, Architectural	12	8	....	20
Drafting, Mechanical	10	10	....	20
Drafting, Survey	7	....	....	7
Dressmaking and Millinery	29	....	....	29
Electricity	144	16	2	162
Farm Mechanics	12	....	....	12
Geology and Prospecting	8	24	....	32
Machine Shop	14	....	....	14
Mining	124	....	55	179
Plumbing Theory (3rd year) .....	....	12	....	12
Radio .....	....	23	....	23
Show Card Writing .....	....	13	....	13
Steam Engineering	9	....	123	132
Telegraphy	12	....	....	12
Tractor	28	....	....	28
Welding (Oxy-Acetylene)	51	....	....	51
Welding (Electric)	4	....	....	4
Totals.....	638	208	180	1,026

It is interesting to compare the enrolments during the past few years as shown in the table below:

TABLE IV.

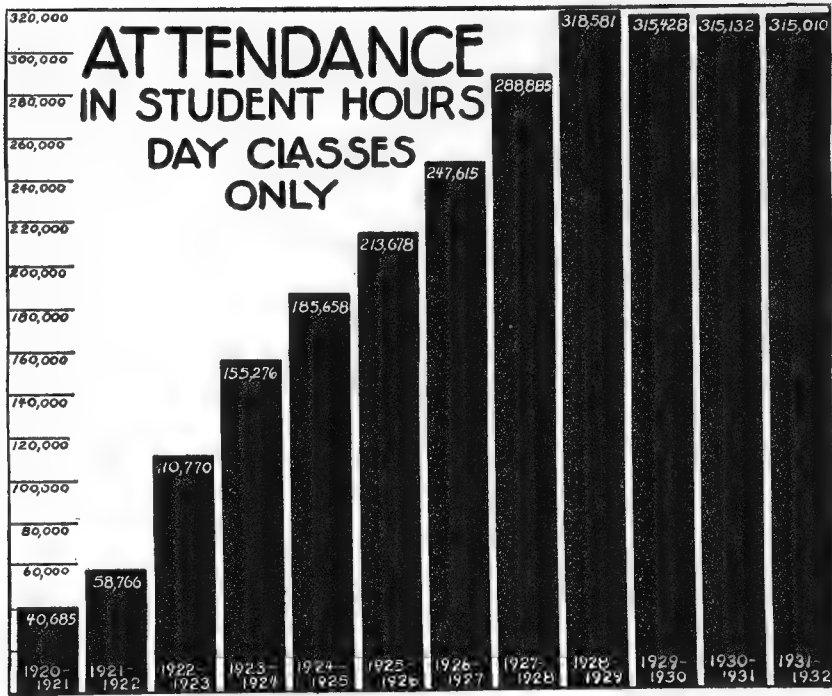
TOTAL ENROLMENTS IN ALL DEPARTMENTS OF THE INSTITUTE OF TECHNOLOGY AND ART FROM 1923 TO 1932

School Year.	Day.	Evening.	Correspondence.	Total.
1923-24	399	255	285	939
1924-25	393	198	238	829
1925-26	418	316	154	888
1926-27	538	523	212	1,273
1927-28	699	756	290	1,745
1928-29	861	916	246	2,023
1929-30	679	505	235	1,419
1930-31	625	435	185	1,245
1931-32	638	208	180	1,026

From Table IV it will be seen that in the year 1928-29 there was the largest registration thus far in the history of the Institute. The evening class enrolment was particularly high, and the short courses in the day classes attracted many for specific specialized service. The total numbers have been decreasing since then largely in the evening classes, because of the assumption by the city of Calgary of this load, which was largely local. In the day courses the numbers taking the short courses have been decreasing, while those taking the longer courses have been increasing. In this way the work of the Institute has been taking on more stable form.

The following graph shows the growth of the service in the day classes throughout the years.

TABLE V.



The enrolment in all day classes at the present time is 524. This will increase to approximately 600 before the close of the term notwithstanding the elimination of seven classes for the reasons mentioned above. From all appearances the total student hour record will exceed that of any previous year.

The internal organization of the Institute is operating smoothly. The life of the student body is wholesome. The prospects for a good year are bright indeed.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts, and official auditors:

In 5,729 rooms or departments of 3,395 school districts the enrolment was 170,795 in the year 1932. Of this enrolment, 56,744 were in the rooms of 59 city and town schools, 5,831 in 17 separate school districts, and 42,643 in the rooms of other graded schools as compared with 56,640 in city and town schools, 5,971 in separate schools, and 42,053 in other graded schools in 1931. There were 7,193 pupils in 215 rooms in 64 consolidations. The number of pupils in the rural graded schools in 1932 was 15,861. There were 65,577 pupils in 2,906 one-room schools.

The average monthly percentage of attendance was 90.02 of the monthly enrolment.

During the year 96.7% of the schools in operation operated over 160 days, and the average number of days the schools were in operation was 195.06. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60
1929-1930.....	16.25	12.66	28.79
1930-1931.....	15.13	14.38	30.56
1931-1932.....	14.01	16.53	32.42

The percentage of pupils enrolled in Grade I in the year 1932 continues to show a decrease from previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of Secondary Grade pupils compares favorably with that of the other Provinces of Canada.

The distribution of pupils by grades leaving school at the age of 15 years since 1919, by percentage was as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925..	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929..	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930..	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931..	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932..	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
Avr. for 14 yrs.	.58	.74	1.85	3.33	7.19	11.24	20.36	32.15	13.79	6.40	2.09	.31

The average number of days of operation in ungraded schools was 193.46 days and in graded schools 199.60 days. The policy of paying assessment grants in advance has undoubtedly assisted in the operation of the ungraded schools. In the ungraded schools pupils attended on the average 149.04 days, and in graded schools 170.79 days.

In the year 1931 there were 5,624 rooms in operation and 5,844 teachers employed during the year, while in 1932 there were 5,729 rooms in operation and 5,760 teachers employed.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1931	Per cent. of enrolment	No. of Pupils June 30, 1932	Per cent. of enrolment
I	25,527	15.13	23,935	14.01
II	19,269	11.42	18,561	10.87
III	19,644	11.64	19,386	11.35
IV	18,920	11.21	18,831	11.03
V	17,949	10.64	18,213	10.67
VI	15,851	9.40	16,475	9.65
VII	13,598	8.06	14,069	8.24
VIII	13,706	8.12	13,078	7.65
IX	10,024	5.94	10,990	6.43
X	7,242	4.29	8,217	4.81
XI	4,894	2.90	5,944	3.48
XII	2,106	1.25	3,096	1.81
Totals.....	168,730	100.00	170,795	100.00
Elementary Grades	144,464	85.62	142,548	83.47
Secondary Grades	24,266	14.38	28,247	16.53

Percentage of Enrolment in Secondary Grades was 16.53 in 1932 and 14.38 in 1931. Private School pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	105,218	65,577
Aggregate days' attendance of Pupils.....	17,971,194.5	9,772,403
Daily average attendance of Pupils.....	89,478.84	50,174.34
Percentage of attendance of total enrolment	85.04	76.51
Average number of days attended per Pupil	170.79	149.04
Average length of school year.....	199.60	193.46
CLASSIFICATION: Grade I	12,201	11,734
Grade II	10,484	8,077
Grade III	10,872	8,514
Grade IV	10,612	8,219
Grade V	10,483	7,730
Grade VI	9,797	6,678
Grade VII	8,389	5,680
Grade VIII	8,111	4,967
Grade IX	8,173	2,817
Grade X	7,199	1,018
Grade XI	5,806	138
Grade XII	3,091	5
Total Attendance	105,218	65,577

The percentage of attendance in both Graded and Ungraded Schools shows an increase over last year, and the average length of school year has also increased. Ungraded schools are one-room schools and are for the most part rural.

DEPARTMENT OF EDUCATION

TABLE 3.

AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.1
Grade III	9.3
Grade IV	10.5
Grade V	11.5
Grade VI	12.7
Grade VII	13.5
Grade VIII	14.5
Grade IX	15.6
Grade X	16.7
Grade XI	17.7
Grade XII	18.6

TABLE 4.

Ages	Total No. of Pupils	Percentage of enrolment
5 years and under	432	.25
6 years	7,601	4.45
7 years	15,485	9.07
8 years	16,197	9.48
9 years	16,650	9.75
10 years	17,265	10.11
11 years	17,121	10.02
12 years	17,102	10.01
13 years	15,147	8.87
14 years	14,691	8.60
15 years	12,771	7.48
16 years	8,813	5.16
17 years	5,894	3.46
18 years	3,353	1.96
19 years	1,323	.78
20 years	500	.29
21 years and over	450	.26
Totals.....	170,795	100.00

The compulsory age limit in Alberta is 15 years, but 11.91 per cent. of enrolled pupils were over 15 years of age.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1932
(July 1st, 1931, to June 30th, 1932)

	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.	Boys	209	3591	5385	2061	645	256	101	47	24	10	7	2	1	1				1
	Girls	221	3695	4999	1768	552	181	94	49	13	11	8	2	1	1				13240
Grade II.	Boys	1	143	2219	3796	320	820	278	139	57	35	17	3	2	1				11895
	Girls	1	168	2418	3661	1753	583	240	94	55	4	1	5	2	1				3648
Grade III.	Boys			2	150	2011	3543	2657	1010	487	188	4	1	2	2				9013
	Girls			2	276	2379	3638	1832	781	400	153	33	6	2	1				9728
Grade IV.	Boys			3	3	212	1836	3258	2210	1121	453	231	38	2	1				9658
	Girls			5	8	291	2156	3496	1831	827	323	356	23	3	1				9608
Grade V.	Boys					18	190	1765	1331	587	193	150	63	8	4				9366
	Girls					10	270	2688	3155	2259	1028	570	48	1	4				9366
Grade VI.	Boys						268	1755	2813	1769	850	835	161	31	7				8847
	Girls						566	1959	3001	1678	1068	1068	478	116	19				8281
Grade VII.	Boys						18	506	1959	3001	1678	811	332	63	16				8281
	Girls						15	328	1431	2383	1664	915	267	57	10				8281
Grade VIII.	Boys						2	1	20	232	2398	1602	828	170	31				8281
	Girls						1	1	24	367	1575	2331	1533	558	157				8281
Grade IX.	Boys								1	30	318	1293	1722	1085	471				8281
	Girls								2	28	371	1417	2080	1215	495				8281
Grade X.	Boys									1	23	278	881	1162	759				8281
	Girls									1	31	316	1158	1536	981				8281
Grade XI.	Boys									2	2	25	282	743	428				8281
	Girls											3	11	125	428				8281
Grade XII.	Boys											3	11	125	428				8281
	Girls											19	145	505	561				8281
Totals by Sex	Boys	210	3736	7787	8088	8260	8663	8707	8700	7697	7600	6330	4238	2646	1457	590	244	250	85203
	Girls	222	3965	7698	8109	8390	8602	8414	8402	7450	7091	6441	4575	3248	1896	733	256	200	85592
Grand Totals			432	7601	15485	16197	16650	17265	17121	17102	15147	14691	12771	8813	5894	3353	1323	500	170795
Beginning Grade I. this year...	Boys	209	3495	4584	1574	489	177	64	30	17	8	7	2	1	1				10608
	Girls	221	3621	4287	1318	381	113	59	32	10	9	6	2	1	1				10061
Repeating Grade I. from previous year	Boys			801	487	206	79	37	17	7	2	2							1732
	Girls			712	450	171	68	35	17	3	2								1534

TABLE 5 (a)
GRAPH 1.

DISTRIBUTION OF PUPILS

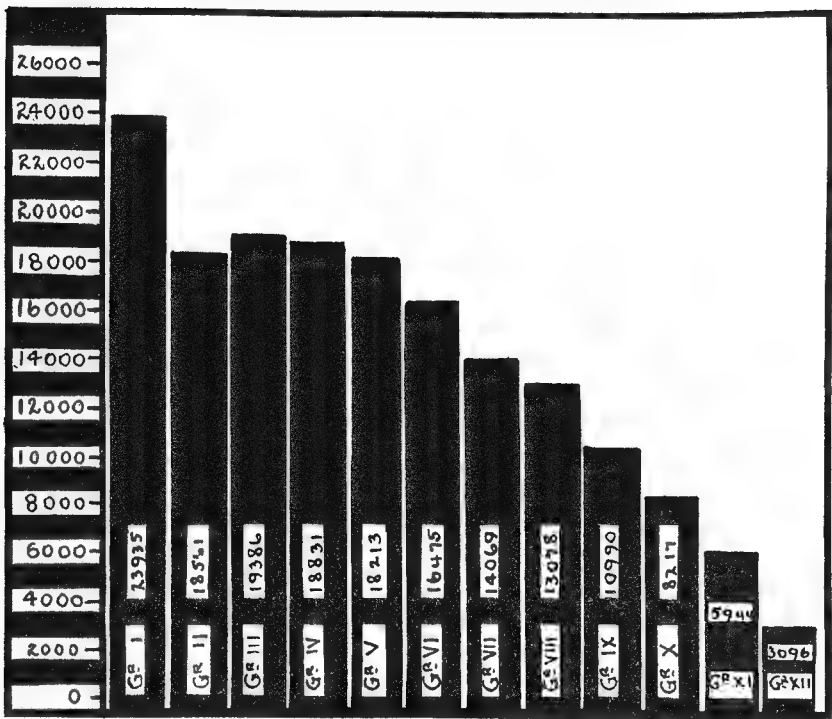


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	430	17,670	5,835	23,935	1.79	73.83	24.38
II	313	12,094	6,154	18,561	1.68	65.16	33.16
III	460	11,571	7,355	19,386	2.37	59.79	37.84
IV	511	10,840	7,480	18,831	2.71	57.57	39.72
V	478	10,182	7,553	18,213	2.62	55.91	41.47
VI	589	9,534	6,352	16,475	3.57	57.87	38.56
VII	589	7,924	5,566	14,069	4.18	56.33	39.49
VIII	645	7,621	4,812	13,078	4.93	58.28	36.79
IX	750	6,482	3,758	10,990	6.82	58.07	35.11
X	650	4,737	2,830	8,217	7.92	57.63	34.45
XI	579	3,485	1,880	5,944	9.74	58.62	31.64
XII	305	1,846	945	3,096	9.85	59.62	30.53
Totals.....	6,299	103,986	60,510	170,795	3.68	60.89	35.43

This is a recapitulation of Table 5. There is a decrease in the percentage of pupils under age and over age in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	3
Grade II	10
Grade III	23
Grade IV	52
Grade V	208
Grade VI	292
Grade VII	607
Grade VIII	1,101
Grade IX	546
Grade X	250
Grade XI	89
Grade XII	5

Total..... 3,186
This is an increase over last year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.005
Grade III	.01
Grade IV	.03
Grade V	.12
Grade VI	.17
Grade VII	.35
Grade VIII	.65
Grade IX	.32
Grade X	.15
Grade XI	.05
Grade XII	.003
Total.....	1.86

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.09
Grade II	.31
Grade III	.72
Grade IV	1.63
Grade V	6.53
Grade VI	9.17
Grade VII	19.05
Grade VIII	34.55
Grade IX	17.13
Grade X	7.88
Grade XI	2.79
Grade XII	.15
Total	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.013
Grade II	.05
Grade III	.12
Grade IV	.27
Grade V	1.14
Grade VI	1.77
Grade VII	4.31
Grade VIII	8.42
Grade IX	4.97
Grade X	3.04
Grade XI	1.51
Grade XII	.16

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1, 1931, TO JUNE 30, 1932

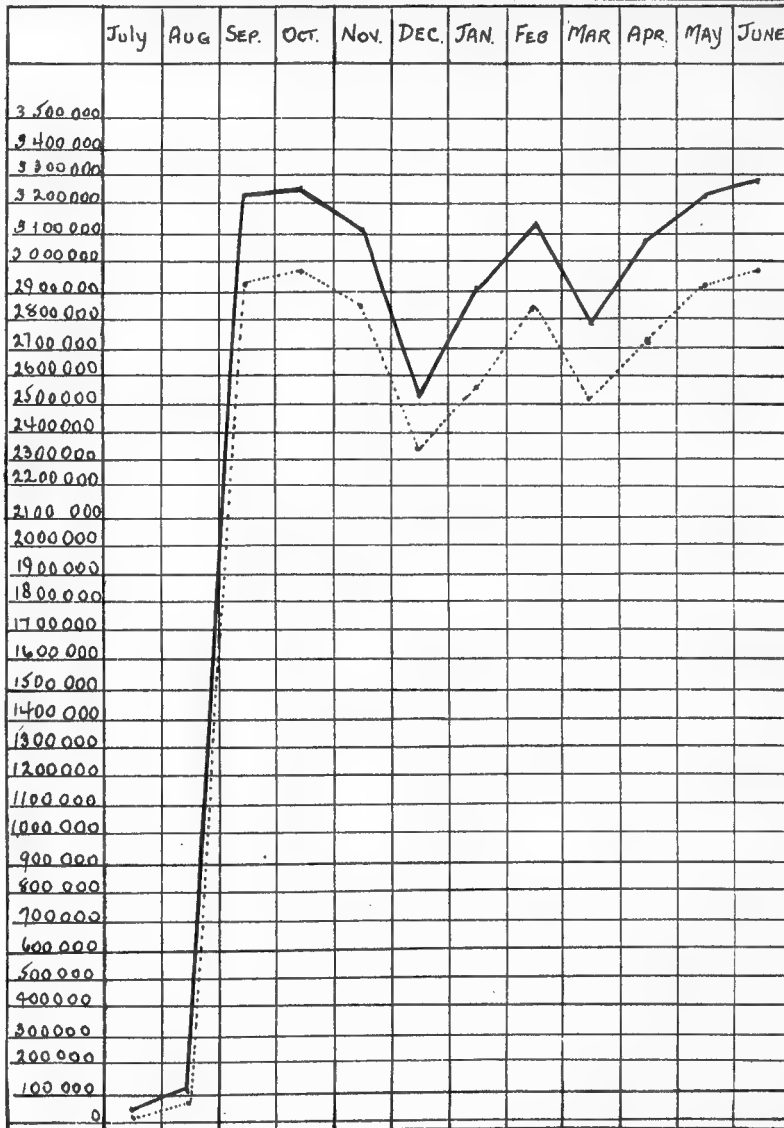
Month	Possible Aggregate	Actual Aggregate	Percentage of At- tendance per Month
July	46,595	40,699	87.35
August	103,695.5	89,370	86.18
September	3,223,464.5	2,925,112.5	90.47
October	3,244,192.5	2,970,916	91.57
November	3,108,171.5	2,842,194.5	91.44
December	2,524,286	2,349,641	93.07
January	2,906,766	2,577,016	89.66
February	3,124,795.5	2,836,660	90.77
March	2,790,977	2,512,176.5	90.01
April	3,092,106.5	2,729,460	89.27
May	3,218,421.5	2,910,277.5	90.42
June	3,286,809	2,960,074.5	90.06
Average monthly percentage of attendance.. ..			90.02

The percentage of attendance per month shows an increase of .03 per cent. from the previous year. Week by week records would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than a yearly one.

TABLE 12.

GRAPH 2.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE
ATTENDANCE & ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION BY MONTHS.



POSSIBLE AGGREGATE IN BLACK LINE—ACTUAL AGGREGATE IN DOTTED LINE-----

Of the pupils enrolled, 72.5 per cent. attended over 160 days—an increase of 2 per cent. from the previous year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	209	175.18	90.9
Edmonton	16,733	14,743.84	93.6
Calgary	16,116	14,166.82	92.5
Thibault	198	170.89	94.8
Macleod	370	320.17	94.4
Lethbridge	2,597	2,289.70	94.2
Medicine Hat	2,546	2,286.10	94.8
Fort Saskatchewan	227	187.39	89.1
National Park	456	373.10	92.3
Gleichen	234	198.19	91.9
Red Deer	735	640.89	94.5
Pincher Creek	239	206.22	92.8
High River	448	379.54	93.7
Okotoks	254	223.14	93.5
Innisfail	344	291.42	90.8
Olds	343	273.64	91.9
Lacombe	411	343.32	95.4
Wetaskiwin	577	510.33	94.5
Leduc	298	253.00	91.2
Ponoka	379	328.22	93.9
Cardston	600	514.29	92.8
Magrath	501	429.45	93.6
Blairmore	470	423.33	95.5
Didsbury	262	223.25	92.5
Raymond	704	612.33	93.3
Clareholm	403	344.22	93.8
Athabasca	209	165.44	90.1
Irvine	78	69.21	97.5
Taber	582	495.27	92.9
Stavely	142	117.13	90.9
Coleman	645	587.88	95.7
Granum	130	110.38	93.3
Camrose	660	587.72	95.4
Vermilion Centre	420	359.71	91.9
Stettler	440	381.74	94.5
New Vegreville	473	413.50	92.2
Daysland	183	161.84	94.5
Strathmore	179	158.21	94.9
Wainwright	386	320.53	93.2
Hardisty	176	136.67	88.3
Vulcan	328	281.45	92.5
Tofield	195	169.42	92.3
Carmanagay	114	94.44	90.7
Brooks	182	155.48	94.9
Bassano	214	185.68	94.8
Castor	191	171.44	95.7
Redcliffe	282	248.94	94.4
Beverly	276	215.31	88.3
Edson	458	384.57	92.3
Coronation	231	200.72	92.2
Drumheller	1,343	1,172.45	93.5
Grande Prairie	389	319.09	91.4
Big Valley	211	178.10	90.8
Peace River	257	207.58	90.4
Hanna	444	372.28	92.3
Grouard	191	163.86	92.7
Three Hills	208	172.57	89.7
Youngstown	89	71.01	94.8
Calgary R. C. S.	1,672	1,423.15	92.2
Edmonton R. C. S.	2,626	2,208.68	97.0
Holy Cross R. C. S.	42	33.09	89.0
Lethbridge R. C. S.	603	531.67	95.1
Sacred Heart R. C. S.	54	47.69	95.1
St. Martin's R. C. S.	119	99.42	95.2
North Red Deer R. C. S.	59	54.22	95.8
St. Michael's R. C. S.	133	110.46	96.1
St. Louis R. C. S.	117	102.51	94.1
Theresetta R. C. S.	66	58.53	94.7
St. Joseph's R. C. S.	54	41.86	93.1

Average of monthly percentages of Town Schools during the year for the months actually operated, 93.1.

This is an increase of .6% from last year.

DEPARTMENT OF EDUCATION

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Totals
Less than 20 days .....	.....	.....	2	2
Between 20 and 39 days .....	.....	.....	3	3
Between 40 and 59 days .....	.....	.....	9	9
Between 60 and 79 days .....	.....	.....	7	7
Between 80 and 99 days .....	.....	.....	10	10
Between 100 and 119 days .....	.....	.....	11	11
Between 120 and 139 days .....	.....	.....	18	18
Between 140 and 159 days .....	.....	.....	52	52
Between 160 and 179 days .....	.....	.....	122	122
Between 180 and 199 days	14	56	1,418	1,488
200 days and over	56	155	1,462	1,673
Totals.....	70	211	3,114	3,395

During the year 96.7% of the schools in operation, operated over 160 days—a slight increase over the previous year. This demonstrates the benefits derived from the assistance given to Districts with small assessments.

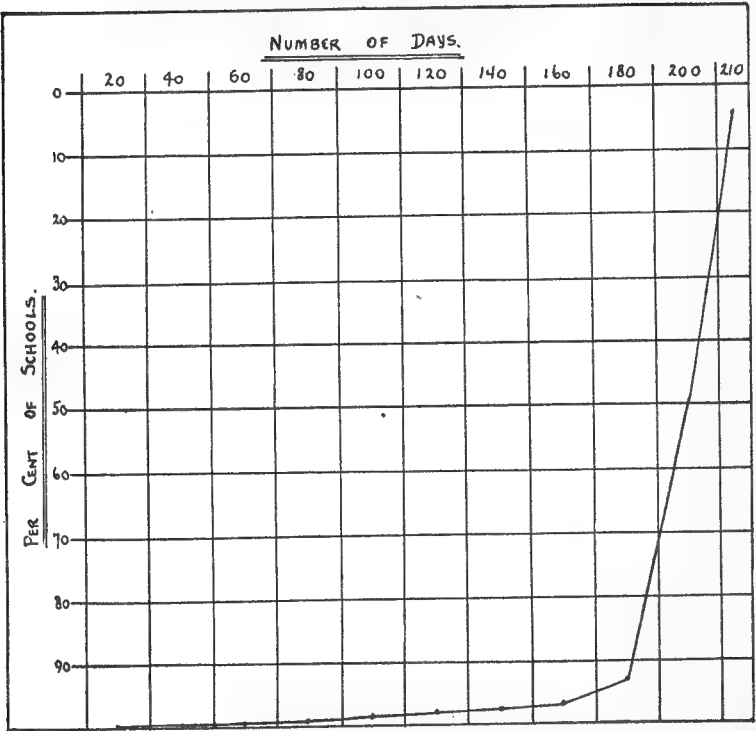
TABLE 18.

NUMBER OF SCHOOLS IN OPERATION AT JUNE, 30, 1931, AND JUNE 30, 1932,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts Having	Total Schools		Total Departments	
	June 30, 1931	June 30, 1932	June 30, 1931	June 30, 1932
1 Department	2,877	2,906	2,877	2,906
2 Departments	266	280	532	560
3 "	59	68	177	204
4 "	49	40	196	160
5 "	29	33	145	165
6 "	12	13	72	78
7 "	7	8	49	56
8 "	6	7	48	56
9 "	5	5	45	45
10 "	7	5	70	50
11 "	3	4	33	44
12 "	7	6	84	72
13 "	2	3	26	39
14 "	2	1	28	14
15 "	1	2	15	30
16 "	1	3	16	48
17 "	3	2	51	34
18 "	1	1	18	18
19 "	1	....	19	....
20 "	1	1	20	20
32 "	1	....	32	....
33 " .....	....	1	....	33
48 "	1	....	48	....
49 " .....	....	1	....	49
63 "	1	....	63	....
65 " .....	....	1	....	65
70 "	1	1	70	70
71 "	1	1	71	71
404 "	1	....	404	....
412 " .....	....	1	....	412
415 "	1	....	415	....
430 " .....	....	1	....	430
Totals.....	3,346	3,395	5,624	5,729

TABLE 19.
GRAPH 3.

SCHOOLS IN OPERATION 1931 - 32.



This Graph is to be interpreted as follows :- Number of Schools Operating at least 20 days is 99.9 %
at least 40 days is 99.8 %; at least 60 days is 99.6 %; at least 80 days is 99.4 %; etc.,

TABLE 20.
GRAPH 4.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905-32 INCL.

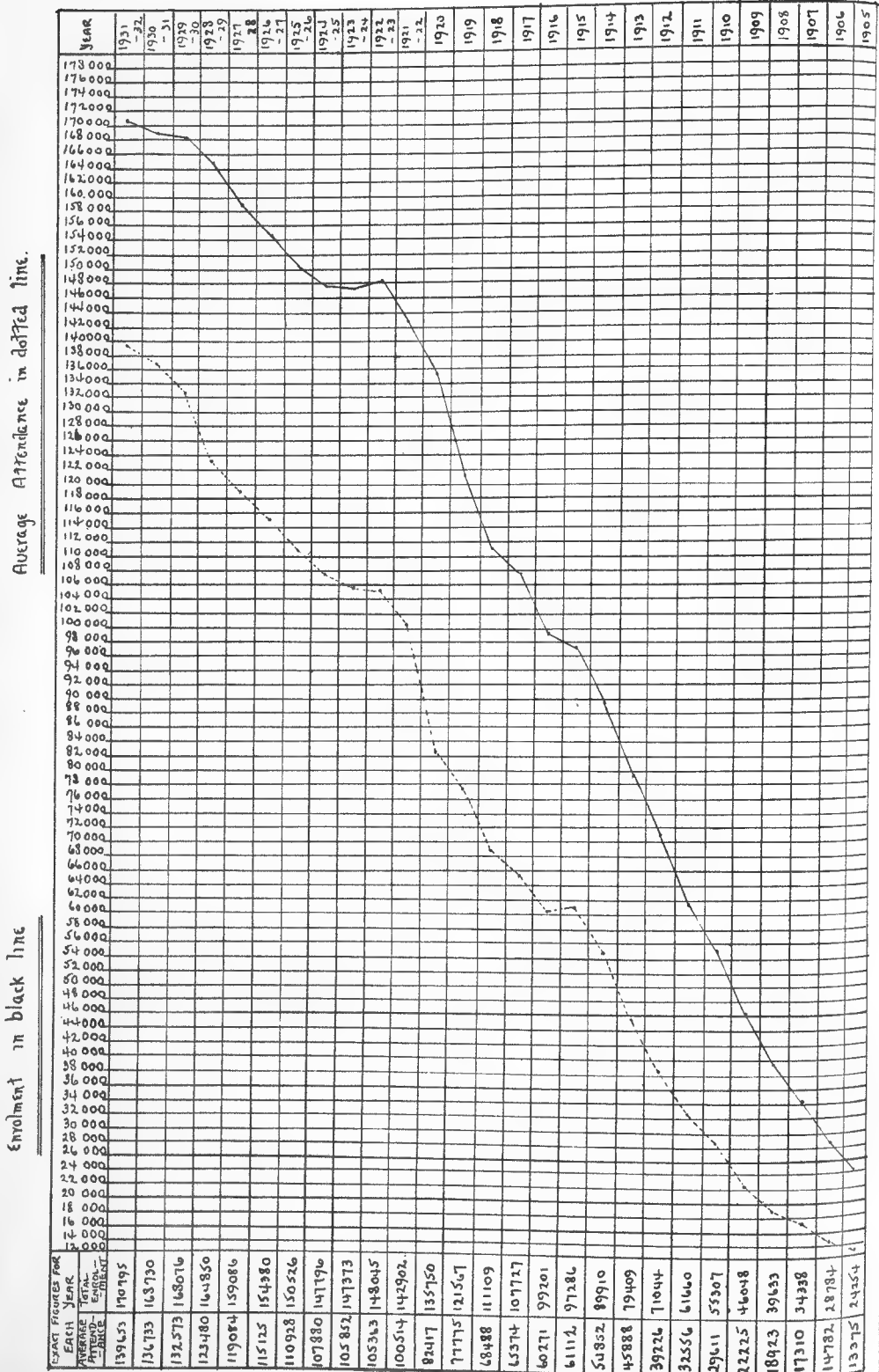


TABLE 21.
GRAPH 5.

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM
IN ALBERTA. SCHOOLS FROM 1905-32 INCL.

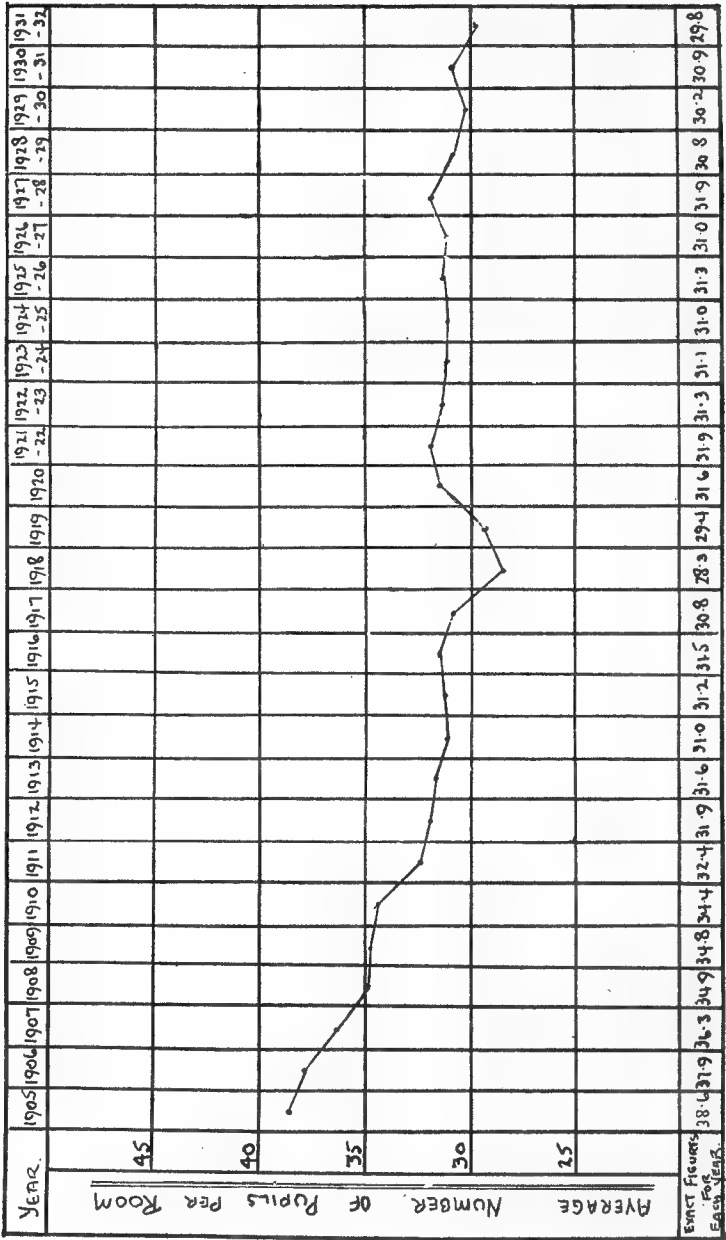


TABLE 22.

	1930-31	1931-32
1. Aggregate number of days attended during the year....	26,697.271	27,743,597.5
2. Average number attending each day	136,732.99	139,653.18
3. Average monthly percentage of attendance	89.99	90.02
4. Average number of days school was open during the year	192.71	195.06
5. Average number of days pupils attended during the year	158.28	162.43
6. Average number of days lost by pupils during the year	51.72	47.57
7. Percentage proportionate of total attendance to average attendance	81.03	81.76
8. Percentage proportionate of Secondary to Elementary Grades	16.79	19.74

The length of the school year has increased 2.35 days this year.

The average number of days attended by pupils during the year shows a gain of 4.18 days over last year. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 16.73 per cent. of the time schools were in operation. Schools of cities and towns operated 200 days only, for the most part. Grades I to VIII are elementary and Grades IX to XII are secondary.

The percentage proportionate of secondary to elementary grades has increased 2.95 per cent. The average monthly percentage of attendance has increased .03 per cent.

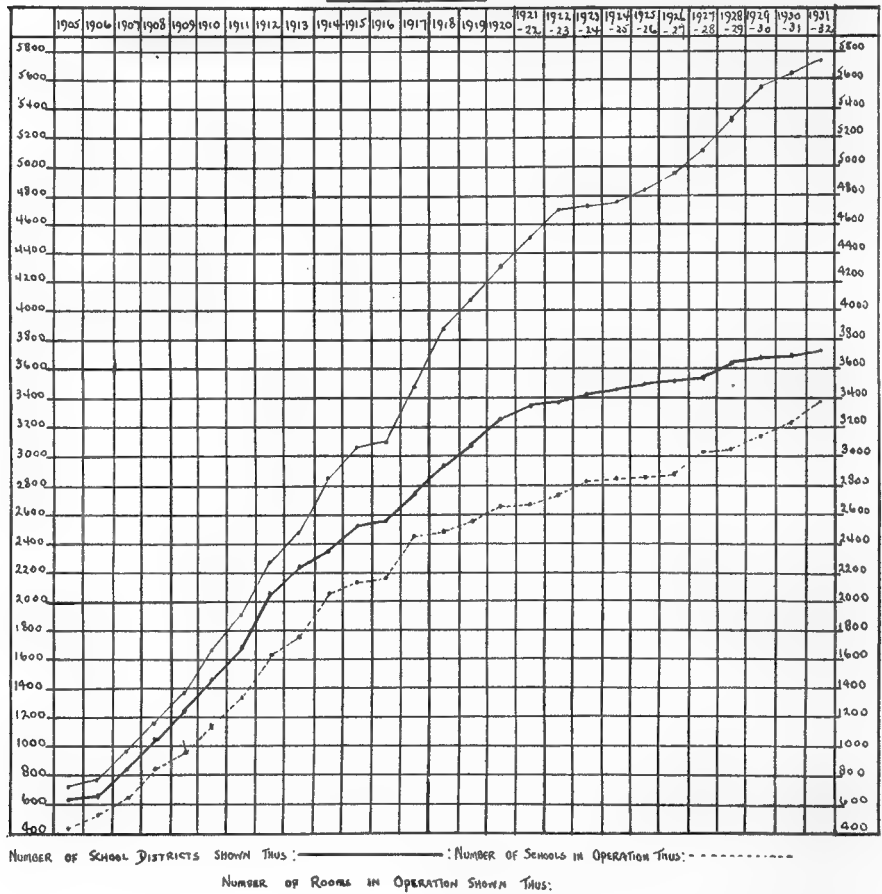
TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1932 INCLUSIVE

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,718	3,314	5,558	89.13	190.2	89.35
1930-31	3,762	3,346	5,624	88.94	192.7	89.99
1931-32	3,796	3,395	5,729	89.44	195.0	90.02

TABLE 24.
GRAPH 6.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE, NUMBER OF
SCHOOLS OPERATING AND NUMBER OF ROOMS IN OPERATION IN ALBERTA SCHOOLS FROM
1905 - 32 INCL.



DEPARTMENT OF EDUCATION

TABLE 25.

RECEIPTS AND DISBURSEMENTS
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1931

RECEIPTS	
Cash on hand, January 1st, 1931	\$1,580,660.66
Proceeds from Debentures	34,533.72
Taxes Collected	8,931,880.01
Government Grants	1,511,776.29
Borrowed by Note	1,194,842.77
Pupils' Fees	155,547.69
Amount advanced by Treasurers	2,623.62
Received from other sources	201,630.81
	<u>\$13,613,500.57</u>
DISBURSEMENTS	
Teachers' Salaries	\$6,741,826.03
Officials' Salaries	323,882.04
Paid on Debentures	1,357,190.67
Paid on Notes (Renewals and Interest)	1,160,095.50
School Buildings and Repairs	477,656.96
School Furniture	59,898.18
School Grounds	93,877.34
Library and Reference Books	16,510.05
Apparatus and Equipment	34,946.29
Supplies and Stationery	247,287.52
Caretaking and Fuel	861,925.66
Insurance	72,373.44
Other Expenditures	674,876.30
Balance on hand, December 31st, 1931	1,491,154.59
	<u>\$13,613,500.57</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1931

	Town and Village Districts	Rural Districts
RECEIPTS		
Cash on hand, January 1st, 1931	\$ 559,954.50	\$1,020,706.16
Proceeds from Debentures	9,443.73	25,089.99
Taxes Collected	5,204,791.47	3,727,088.54
Government Grants	659,603.11	852,173.18
Borrowed by Note	841,012.44	353,830.33
Pupils' Fees	112,292.54	43,255.15
Amount advanced by Treasurers	103.66	2,524.96
Other sources	111,124.99	90,505.82
	<u>\$7,498,326.44</u>	<u>\$6,115,174.13</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,677,619.84	\$3,064,206.19
Officials' Salaries	162,196.35	161,685.69
Paid on Debentures	1,084,941.06	272,249.61
Paid on Notes (Renewals and Interest)	564,024.83	596,070.67
School Buildings and Repairs	335,371.03	142,285.93
School Grounds	19,228.84	40,669.34
School Furniture	41,493.37	52,383.97
Library and Reference Books	6,090.00	10,420.05
Apparatus and Equipment	17,674.11	17,272.18
Supplies, Stationery, etc.	156,303.64	90,983.88
Caretaking and Fuel	547,241.09	314,684.57
Insurance	40,415.40	31,958.04
Other expenditures	359,714.53	315,161.77
Balance on hand, December 31st, 1931	486,012.35	1,005,142.24
	<u>\$7,498,326.44</u>	<u>\$6,115,174.13</u>

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1931

	Town and Village Districts	Rural Districts
ASSETS		
Cash on hand, December 31st, 1931.....	\$ 486,012.35	\$ 1,005,142.24
Arrears of Taxes due	2,517,159.39	4,330,201.00
Estimated Value of Land and Buildings.....	16,594,069.82	6,657,902.01
Estimated Value of Furniture and Apparatus.....	1,638,251.42	1,578,723.60
Estimated Value of School Libraries.....	93,370.62	288,465.24
Other Assets	329,511.36	237,408.43
	<u>\$21,658,374.96</u>	<u>\$14,097,842.52</u>
LIABILITIES		
Teachers' Salaries	\$ 32,518.59	\$ 128,806.32
Debenture Indebtedness	10,446,559.78	1,579,597.20
Outstanding Accounts	931,148.56	958,229.34
Amounts due Treasurers	42.30	2,675.22
Excess of Assets over Liabilities.....	10,248,105.73	11,428,534.44
	<u>\$21,658,374.96</u>	<u>\$14,097,842.52</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1931

ASSETS	
Cash an hand, December 31st, 1931.....	\$ 1,491,154.59
Arrears of Taxes due	6,847,360.39
Estimated Value of Land and Buildings.....	23,251,971.83
Estimated Value of Furniture and Apparatus	3,216,975.02
Estimated Value of School Libraries	381,835.86
Other Assets	566,919.79
	<u>\$35,756,217.48</u>
LIABILITIES	
Teachers' Salaries	\$ 161,324.91
Debenture Indebtedness	12,026,156.98
Outstanding Accounts	1,889,377.90
Amounts due Treasurers	2,717.52
Excess of Assets over Liabilities	21,676,640.17
	<u>\$35,756,217.48</u>
Total Insurance on Property	<u>\$19,581,492.43</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION

	1930-31	1931-32
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment	\$ 65.24	\$ 61.61
Cost per pupil per year according to average attendance....	80.58	75.35
Average cost per pupil for each day in attendance	.413	.379
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment	61.14	55.72
Cost per pupil per year according to average attendance....	80.53	72.82
Average cost per pupil for each day in attendance	.426	.374
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment	67.84	67.26
Cost per pupil per year according to average attendance....	80.61	79.45
Average cost per pupil for each day in attendance	.411	.383
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment	58.73	55.46
Cost per pupil per year according to average attendance....	70.35	66.09
Average cost per pupil for each day in attendance	.355	.327
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment	85.77	82.91
Cost per pupil per year according to average attendance....	98.48	94.07
Average cost per pupil for each day in attendance	.506	.468
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment	87.12	81.70
Cost per pupil per year according to average attendance....	104.07	98.58
Average cost per pupil for each day in attendance	.528	.488
IN RURAL HIGH SCHOOLS:		
Cost per pupil per year according to enrolment	81.88	80.21
Cost per pupil per year according to average attendance....	101.73	101.42
Average cost per pupil for each day in attendance	.521	.511

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

YEAR	Total Disburse- ments	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,281.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35

TABLE 31.

TEACHERS' SALARIES 1931-32 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, High School and First Male	740	\$3,800.00	\$ 700.00	\$1,738.07
Academic, High School and First Female.....	1,369	3,400.00	500.00	1,205.98
Second Male	782	3,300.00	660.00	1,101.49
Second Female	2,753	3,300.00	500.00	1,024.72
Third Male	16	1,200.00	750.00	893.13
Third Female	30	1,150.00	500.00	909.00
Vocational and Special Male	49	4,000.00	1,100.00	2,386.73
Vocational and Special Female	19	3,000.00	1,400.00	1,981.58
Provisional Female	2	840.00	800.00	820.00

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1931-1932

Average salary per year paid in Rural Schools	\$ 926.85
Average salary per year paid in Town Schools	1,718.85
Average salary per year paid in Village Schools	1,183.69
Average salary per year paid in Separate Schools	1,142.01
Average salary per year paid in Consolidated Schools	1,155.38
Average salary per year paid in All Schools	1,172.71
Average salary per year paid in Urban Schools	1,613.76

DEPARTMENT OF EDUCATION

TABLE 33.

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1932 INCLUSIVE.

	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,369.28	16,490.35	1,486,273.67
1908	19,599	20,954	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,960.43	22,879.20	1,125,362.70
1909	23,165	22,888	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,371.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,812.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,008,583.75	2,651	1,778	282	7,371,339.52	50,950.28	4,078,832.02
1912	35,899	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,922.23	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,595.93	3,293	2,236	217	12,110,378.06	76,468.88	5,359,211.04
1914	46,550	43,860	26,030.33	28,552.69	2,050,657.01	3,978	2,860	124	13,442,387.54	86,597.74	6,189,886.57
1915	51,207	49,079	30,131.68	30,970.32	2,444,938.69	4,218	2,839	129	13,634,339.12	111,839.97	6,836,241.52
1916	57,987	51,923	37,032.80	33,188.59	2,821,494.48	4,607	2,824	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,617.23	2,421,086.54	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,329	28,961.28	39,577.37	2,860,351.67	5,652	2,964	191	14,868,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,384.04	43,441.56	3,660,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,936.05	47,431.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	* 67,967	* 76,691	* 39,122.17	* 50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	301,864.36	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.63	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,068,293.17	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,379,211.58	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,864	3,431	22	18,651,314.66	366,113.20	17,370,654.21
1925-26	83,942	81,555	46,009.79	64,918.58	5,640,218.58	5,135	3,463	40	19,028,647.66	363,982.03	17,185,184.00
1926-27	80,438	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,515	50	19,689,044.57	369,992.98	17,982,511.66
1927-28	76,081	83,005	51,470.05	67,613.96	6,243,035.22	5,815	3,571	59	20,957,119.68	379,106.19	18,618,366.17
1928-29	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,827	3,640	75	22,399,685.67	381,024.94	19,606,297.19
1929-30	79,335	87,741	57,809.26	74,763.75	6,847,412.54	5,705	3,728	81	23,599,961.43	377,499.82	20,850,105.17
1930-31	80,116	88,614	61,266.27	75,466.72	6,741,836.03	5,844	3,762	40	23,251,971.83	381,836.86	21,676,640.17
1931-32	81,438	89,357	62,769.84	76,833.34	.....	5,760	3,796	35	.....	.....	.....

* For the June term only. The values of School Buildings and Grounds, School Libraries, Excess of Assets, etc., are for the calendar year.

TABLE 34.

SCHOOL DISTRICTS ERECTED DURING 1932

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Horseshoe Valley	4576	Jan. 5th....	87	7-8	6	Geo. Childs
St. Claire	4577	Jan. 8th....	55	22-23	4	L. C. Rocque
Lipsett	4578	Jan. 13th....	73-74	7-8	5	H. Lilgedahl
Deer Run	4579	Jan. 22nd....	67-68	18-19	4	Geo. Fleming
Clark	4580	Jan. 22nd....	79-80	13	6	F. W. Quick
Chirbury	4581	Feb. 6th....	45-46	16-17	4	C. Omoe
Clear Brook	4582	Feb. 6th....	60-61	22-23	4	W. Flood
Goodridge	4583	Feb. 19th....	62	9-10	4	Jos. H. Good
Woodbine	4584	Mar. 4th....	61-62	1-2	4	Henry Golisch
Mission Hill	4585	Mar. 4th....	60-61	18-19	4	Henry Rautia
Antonberg	4586	Mar. 4th....	75-76	13	6	R. V. Woods
Scotswood	4587	Mar. 4th....	81-82	5	6	G. Ward
Clear Prairie	4588	Mar. 4th....	87	10	6	L. C. Gunn
Engels	4589	Apr. 6th....	62	2-3	4	Walter Just
Bowness	4590	Apr. 7th....	24-25	2	5	F. W. Fraser
Blueberry Creek	4591	Apr. 16th....	80	7	6	Thos. Nickiforak
West End	4592	May 5th....	70	13	6	James Ball
Many Creeks	4593	May 5th....	78-79	12-13	6	A. J. Anderson
Dancing Hill	4594	May 17th....	86-87	7-8	6	Earl E. Allen
Brochu	4595	June 14th....	78	1	6	D. J. Oke (O.T.)
Stowe Creek	4596	June 20th....	91-92	23-24	5	E. E. Coppick
Gamefield	4597	June 21st....	63	20	4	W. H. Swift (O.T.)
Moose Horn	4598	June 28th....	62	21-22	4	J. F. Rosenberger
Sylvester	4599	Aug. 16th....	69	12-13	6	C. F. Holmes
Lyle Lake	4600	Aug. 20th....	70-71-72	16-17	4	John Gordichuk
Four Eleven	4601	Oct. 6th....	4	11	4	Ilmari Suominen
Golden Ridge	4602	Oct. 18th....	87-88	24-25	5	William Stockdale
Meadowdale	4603	Oct. 28th....	47-48	6-7	5	J. Pritchard
Independent Valley ..	4604	Oct. 28th....	75-76	12	6	T. Gilchrist
Drinnan	4605	Nov. 22nd....	51	24-25	5	J. H. Hutchison (O.T.)
Sturgeon Lake	4606	Nov. 29th....	70-71	24-25	5	D. J. Oke (O.T.)
Birchfield	4607	Dec. 6th....	62-63	19	4	Leon Yadowski
Deer Hill	4608	Dec. 19th....	84	2-3	6	Geo. McDonald

SEPARATE SCHOOL DISTRICTS

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Spentroden Protest- ant Separate	3	May 26th....	52-53	5	4	G. Thronson
Wainwright Roman Catholic Separate ..	31	June 28th....	44-45	6-7	4	Rev. Hugo Doyle

SCHOOL DISTRICTS DISORGANIZED DURING 1932

Name	No.	Date of Disorganization	Twp.	Rge.	Mer.
Creuzot Roman Catholic Public	34	Jan 25th (To take effect from Jan. 8, 1932)	55	23	4

DEPARTMENT OF EDUCATION

TABLE 35.

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY FOR THE
SCHOLASTIC YEAR ENDING JUNE 30, 1932

NUMBER OF COLLEGES REPORTING—35

	Male	Female	Total
No. of teachers in Residence	55	83	138
No. of teachers not in Residence	28	31	59
No. of pupils in Residence	764	660	1,424
No. of pupils not in Residence	744	958	1,696
No. of pupils also enrolled in publicly controlled schools....	49	42	91
No. of pupils doing work of Elementary Grades	755	835	1,590
No. of pupils doing work of Secondary Grades	415	345	760
No. of pupils doing Special Work only	338	432	770
Total enrolment		3,120	
Average Attendance		2,942.31	
Average number of days school operated		196.93	
Length of Course in years		4 to 14 years	
Schools under control of:			
(a) Church		13	
Corporation		6	
Society		6	
Private Individuals		10	
(b) Religious Denominations		25	
Non-Sectarian		10	

TABLE 36.
PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1932
(July 1st, 1931, to June 30th, 1932)

	Sex	5 yrs and under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Totals
		yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	
Grade I.	Boys	23	36	52	20	8	5	2	1	1									147
	Girls	27	42	56	15	4	4	3	1										152
Grade II.	Boys		6	28	39	18	5	3	2	1									103
	Girls		4	31	48	26	6	2	2										120
Grade III.	Boys			5	22	36	25	6	3	3	2								102
	Girls			6	25	42	20	7	2	2									108
Grade IV.	Boys				4	20	28	22	6	3	1			1					85
	Girls				6	22	35	18	8	5	2								96
Grade V.	Boys					4	16	28	21	5	3	2	1						80
	Girls					6	22	37	20	2	2	2	1						91
Grade VI.	Boys					1	5	18	36	20	2	2	2				1		78
	Girls							5	36	26	2	2	2	1	1				87
Grade VII.	Boys							3	16	31	20	4	3	2	1				75
	Girls							5	18	18	16	5	4	3	1	1			83
Grade VIII.	Boys								7	27	27	21	4	1	2	1	4		85
	Girls								2	12	22	20	6	2	2	1	1	3	98
Grade IX.	Boys								2	12	62	87	64	22	9	7	6	13	234
	Girls								2	16	61	91	66	19	9	8	7	15	287
Grade X.	Boys								13	13	35	35	64	43	17	8	2	18	186
	Girls								15	1	15	40	62	38	16	5	3	11	136
Grade XI.	Boys								1	1	1	10	28	45	30	12	8	14	148
	Girls										1	12	30	51	33	12	6	10	182
Grade XII.	Boys												7	22	40	27	13	26	135
	Girls												8	26	42	30	15	16	137
Totals by Sex	Boys	23	42	85	85	87	84	82	83	91	132	162	172	135	99	50	31	65	1508
	Girls	27	46	93	94	100	92	90	96	100	136	173	179	141	103	55	32	55	1612
Grand Totals		50	88	178	179	187	176	172	179	191	268	335	351	276	202	105	63	120	3120

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